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THE GIRLS' HIGH AND NORMAL SCHOOL-HOUSE.

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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1871.

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CITY OF BOSTON.

IN SCHOOL COMMITTEE, September 12, 1871.

Messrs. Underwood, Adams of Ward 16, Dillaway, Monroe, Mason, Toland, and Ingalls were appointed the Committee to prepare the Annual Report of the School Committee.

Attest:

BARNARD CAPEN,
Secretary.

IN SCHOOL COMMITTEE, October 10, 1871.

Mr. Hunt was appointed upon the Committee to prepare the Annual Report of the Board.

Attest:

BARNARD CAPEN,
Secretary.

IN SCHOOL COMMITTEE, November 14, 1871.

Ordered, That the Committee on the Annual Report have authority to print the usual documents, and to procure engravings of the Girls' High and Normal School, and of such Grammar School buildings completed during the school year as may be necessary to show the state of school architecture.

Attest:

BARNARD CAPEN,
Secretary.

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REPORT.

THE completion of a year's work in the public schools affords an opportunity for review, that we may see what positive results have been gained, that we may test the excellence of methods and the thoroughness with which they have been carried out, and that we may endeavor to keep pupils, teachers, and ourselves in the path of improvement. While we rejoice over all that is creditable, we must scrutinize carefully the methods that are deficient. Gratulation comes naturally, and is always ready to rise to our lips, but fearless criticism is needed also, if our progress in culture is to keep pace with this growing age, and if our city is to retain for its public schools the eminence in rank they once enjoyed.

It is our duty to give a rapid sketch of the present condition of studies in the various grades and to make some suggestions as to their needs.

PRIMARY SCHOOLS.

Attention is naturally called first to the subject of primary instruction, since it concerns by far the larger part of the pupils, and upon its excellence as a foundation the whole superstructure of education is to rest. In the mode of instruction that is generally followed, by presenting tabular statements of the

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power of letters singly and in combination, the child's intellect is sought to be addressed primarily through the eye. Nearly every letter is found by the pupil to have different powers in different positions. To have learned twenty-six characters is but the beginning of the difficulty; the pupil soon ascertains that arbitrary and (to his thinking) senseless rules vary the sounds to be uttered at the sight of each character. Attractive pictures and clear type relieve his eyes, but do not make "the crooked straight and the rough places plain." It is a long and painful process. His memory is constantly taxed, his reason seldom appealed to. The child's mind, is of course undisciplined; he does not know how to "study" or "get a lesson;" the mere act of giving steady attention is an effort. The teacher therefore must be a private tutor, and instruct each child separately. In crowded schools this process takes up the whole day, with a very small and insufficient allowance of time to each pupil. While the weary children are unemployed, waiting for their several turns at the teacher's side (unless they fortunately doze), uneasiness begins, disorder grows, with loss of temper on both sides; and, in the end, the little martyrs are apt to get some tingling reminders, that should belong rightfully to those who are responsible for the continuance of the antiquated system. To those who have seen the wiser and better way there is nothing more disheartening than the sight of a room full of abcdarians under the charge of a teacher who has not learned the art of oral instruction, and the use of modern appliances. Her efforts to distribute her time fairly among so many

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are painful; so are her well-meant but generally fruitless efforts to keep order among two score restless little people. But our pity is chiefly roused for the children themselves, restless for want of employment, or else being drilled in the varying sounds or the inexplicable silence of letters, of which the impressions must be got into their minds by a process like tattooing.

Now the method of leading pupils into a knowledge of the formation of words should be made easy, attractive and short. It is no longer a matter of doubt that a method exists that relieves teachers from perplexities and pupils from tears. A teacher who has had the advantage of observing this method at the Training School, and has learned the art of oral instruction, and of using the blackboard for illustrations, who has the vital qualities that engage the attention of children, and the sweet, firm temper that retains hold upon them, will be able, with Leigh's phonic exercises, to conduct a whole class over the irregular field without a stumble — "forty reading as one."

When the system of Dr. Leigh is mentioned, many excellent people, committee men, teachers and parents, shake their heads incredulously. It has been stigmatized as a "fancy method." Philosophers have proved (to their own satisfaction) that the plan is vicious. Practical men (who have never examined it) declare that its results are barren. Teachers (averse to change) say they have no difficulty now; that the old way is good enough for them.

We beg leave to say that six years of careful experiment in several schools in this city have shown

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the best results from this system. Pupils learn the sounds belonging to phonic type very readily; and, as those sounds are unchanging, the labor is much less than in gaining the mastery of a less number of letters, most of which are liable to arbitrary variations. But whether this reason is satisfactory to doubters or not, *the fact* leaves no room for dispute. Within six months ordinary pupils under this system get nearly through the second reader, — a point which pupils by the old method are always eighteen months, and often two years in reaching. This is a constant, unvarying result. It is a moderate statement that every pupil instructed under this new method saves a year or more of time in preparing for the Grammar School. Is it not much to add a year to the practical duration of human life?

But this is not all. The way is not only shortened, but the lessons are made attractive. When a lesson is given, the eager eyes of the school are fixed upon the teacher and the blackboard. There is no listlessness, no writhing upon hard benches, no longing for release. The system, further, cultivates both perception and reason. Words are never *parroted* either in reading or spelling; no word is used that is not understood. A lesson finished implies the knowledge of its meaning as a whole and in parts, and the power of spelling all the words it contains. Intelligence advances with every progressive step.

By instructing the pupils together not only is time saved, but discipline is maintained without effort. The pupils whose pleased attention is held at the teacher's will have neither time nor inclination for

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being unruly. The list of punishments in such schools is reduced to a minimum, and good habits are permanently formed.

A writer some years ago urged that the pupils, after being drilled in the new method, would have to unlearn Leigh and begin to learn English. This was very well for a moderate witticism; but the practical test is the true one. Phonic characters are used only until pupils have become familiar with the ordinary monosyllables and most common words. These are acquired with a facility that is astonishing. Taking each sound in order, the sharp perception runs through and aggregates them into a word, as a needle takes up beads on a string. When this point is reached the difficulty is over; the leading-strings are no longer needed. The pupil takes up the next book in order, in common type, and with scarce a blunder reads off fluently. At an exhibition of a primary class in the Lincoln District, several pupils, who had been less than eighteen months under instruction, read at sight from books they had never seen. Other pupils, who had never used any but phonic type, were put to the severe test of reading from common type for the first time in the presence of an audience; and they not only read well, but uttered their words with a distinctness and purity of tone that ordinary pupils never attain. So much for unlearning Leigh. There are many other points in the mode of teaching pursued at the Training School to which attention should be called; but there is barely time to mention Object Lessons as a most admirable mode of stimulating the curiosity of children; of furnishing amusement, while

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knowledge is imparted, and the power of reasoning developed.

Here the committee might reasonably pause, but they cannot refrain from asking how it is that experiments like these should have gone on successfully, triumphantly, for years, and that the knowledge and practice of such a beneficent system should have been confined to only a part of the schools in the city? The new system is either incomparably the best for Primary Schools, or its advocates are wofully deceived. There has been ample time to test it. If it is what its friends claim, the city cannot afford to lose the benefit of it, any more than our housewives could give up their sewing machines. The matter should not remain in doubt, nor be left to chance any longer. We therefore suggest that the results of the new system should be carefully considered by a special committee, and if they are found as here stated, that it be introduced as speedily as is practicable into all Primary Schools. The same committee might also consider what features, if any, of the Kindergarten system could be used, either in connection with the new system, or for the improvement of the old.

We must bear in mind the prospective wants of this department when we come to consider the question of the Training School.

GRAMMAR SCHOOLS.

The condition of the Grammar Schools must always be a subject of solicitude. For the great mass of pupils these must of necessity be the sole means of education; they are the academies and colleges of the

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poor. When we remember that the fabric of free government rests upon the support of all our citizens, and that the ignorant and the vicious have equal political power with the wise and good, we feel the responsibility that belongs to teachers and supervisors of instruction, and are impelled not only to urge the bringing of all youth within reach of good influences, but to provide for them the best and amplest training attainable. In the space of a very few years the education that is to serve for a lifetime must be acquired. There is probably very little difference of opinion as to the order or the relative importance of the studies that belong to common-school instruction. The power of reading English intelligently, fair penmanship, a knowledge of the principles of numbers and their common uses, and the principal facts of geography, are the obvious foundations of all sound teaching. These are to be supplemented by various useful lessons given in as ample measure as time allows. Probably no better plan has been set forth in form than the programme prepared by the Superintendent, and adopted by the Board. But it remains true that the plan that is best administered is best, and we fear that the suggestions as to shortening the old-fashioned and thoroughly useless drill in English grammar, and the excess of equally useless *memoriter* lessons in geography, have not been universally accepted and put in practice by teachers. As to the first, it is believed that no pupil ever consciously put the machinery of the grammar in action to detect an error in speech, or to examine the structure of a sentence; and it is insisted by all scholars that a com-

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mand of correct and easy speech, and of a clear and natural style of writing, is to be gained from no rules whatever, but by familiarity with good usage. In geography the general waste of time is equally reprehensible. When the general truths of the science have been learned, the attempt to burden the memory with details is a positive wong. When a war breaks out, or a treaty of peace is made, every man has to consult the atlas to find the locality mentioned, no matter how minutely he went over the ground in his early studies. Who could have told the position of Solferino or Villa Franca, of Gravelotte or Sedan, when those names became famous? The pupil who knows the general outlines of the system has acquired all he can retain; and, if more time were to be given to the study, he would derive far more advantage from a knowledge of those natural laws which are grouped together under the name of Physical Geography. It is not too much to say that one half of the time heretofore given to geography and grammar in pursuing the old routine was spent to no purpose, and that pupils lost thereby much of their relish for all study.

In the art of reading we would mention with approval the efforts that have been made to secure clear enunciation and the use of pure vowel tones. We perceive and acknowledge the benefit of vocal training in the expanded lungs and resonant voices of pupils, both in speech and song, and we are glad to believe that this most useful accomplishment is more justly appreciated than ever before. But we submit that the most faultless utterances, the most perfect modulations of voice, the nicest shades of emphasis,

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are of little worth compared with the intelligent comprehension of the ideas conveyed, which every reader should make evident, and the want of which not all the arts of the elocutionist can conceal. We think that more time should be spent in reading; that the exercise should be made an attractive one; that occasion should be taken to rouse the faculties of pupils to follow the author's meaning, and to appreciate the force of allusions and the aptness of poetic similes. We do not undervalue the benefit of elocutionary practice, but we think the development of perception and thought should not be forgotten in the desire to inculcate a correct theory of inflections.

The importance of mathematics is so well understood, that only a passing reference to the subject is necessary. The processes of arithmetic are not only most necessary for their own sake, but most useful as a means of cultivating the reasoning faculties. We do not believe that the study can be or ought to be made easy, except for the few who inherit natural taste and power for calculation. But every pupil should be subjected to the discipline, no matter how distasteful it may be. The very effort to grasp the principles, and to master the processes, is of service by giving an increase of mental power, and developing the poise of the faculties, which it is one great end of all study to attain.

We have briefly hinted at two of the chief natural divisions of mental culture, language and number (or quantity). The third, which is equally marked and elementary, is the study of some of the classes of facts upon which Natural Science is based. In most of

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our Grammar Schools this last is represented by geography only. Towards some of these three general objects of inquiry the minds of pupils are directed by their inherent tastes; and though every well-considered scheme of education should embrace them all, yet there is reason to hope for the ultimate mental growth of a pupil when there is manifested an early capacity for either. The proper expansion of these primary ideas is the matter in hand.

If the business of education could be directed by following theories, without the interference of uncomfortable facts in social life, the task of the committee in framing courses of study would be far easier. But we have to consider that the widely differing condition of parents determines in a great measure the needs and the opportunities of their children; and no programme can be established that will be the best for all classes of pupils. If we could retain scholars under our charge until near maturity, and if those scholars were to have similar wants and similar aims in life, we could make an ideal system that would approach perfection. But we must remember that a large proportion of boys will leave school before completing any course, no matter how elementary. Many are forced to leave as soon as they have strength to labor, often at fourteen, to contribute their share towards the support of their families. Others remain perhaps a year longer, and then seek for servile places in warehouses and shops, lured by the title of "clerk." Another class leaves the Grammar Schools at a still earlier age to commence classical training; because there is a rooted conviction in the minds of many

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that Latin and Greek paradigms are more easily mastered in early youth. A few, comparatively, finish the programme of study in the Grammar School. With these things in mind we shall better understand the extreme difficulty of adhering to one unvarying programme of study for all pupils, and perhaps be satisfied that it is as undesirable as it is difficult.

It will be admitted, probably, that ordinary primary instruction and the first part of a Grammar School course are needful for all pupils, whatever may be their circumstances or destination. When boys have reached the age of twelve or thirteen years, there is a proper time for consideration. If the pupil manifests such abilities and tastes as seem to demand a higher and more complete education than the Grammar School can give, and if his parents have the means and the disposition to give the opportunity, the master and the committee may well pause before requiring him to finish any Grammar School programme. If he has made suitable proficiency in arithmetic, in reading, spelling and penmanship, and has a knowledge of the elements of geography and of grammar, it is undoubtedly a waste of time for him to continue in the Grammar School. He should go at once to the Latin School, where his English studies will be continued, and where he can commence, in his best years, the task for which all the period of his youth is none too long. This is a matter that admits of no doubt. The boy who remains to grace a lower school-room when he should be put to higher work, or who gives priceless time to complete a system, no matter how symmetrical the system may look on paper, suffers an irrep-

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arable injury. For such pupils, therefore, a short cut to a classical school must be provided as soon as they are ready. And they should be got ready early. There is no reason why a boy of good abilities, starting at six or seven years of age, and properly trained, should not be ready at twelve or thirteen years for admission into the Latin School. He will not be ready, however, if he is obliged to go through an elaborate programme, or to wait for duller boys, or if he is made to study the rubbish of English grammar, and commit endless lists of obscure names in geography.

We are not prepared to say with equal confidence that the same reasoning applies as fully to those who are to enter the English High School, but many of the considerations are the same. Most of the pupils who follow this course expect to enter some business as learners, and they must finish their schooling by the time they are sixteen or seventeen years old, or they lose their chances in life. If such is the limit set before a lad, is it not best for him, provided his early training has been thorough, that the last three years of his course should be spent in the High School, where with more varied and liberal studies, with better apparatus, and with circumstances to stimulate ambition and give maturity to character, he can accomplish far more than can be looked for under the tuition of the best Grammar School master? Without making any absolute rule, we should say that, as our Grammar Schools are now conducted, those boys who have reached the master's room are generally fitted to enter the High School, or at least to commence High School work. There is no justice in keeping a pupil

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under merely elementary instruction a day longer than such instruction is the best regimen for him at his stage of progress, and in view of his prospective wants. If this principle were carried out the number of candidates for High School instruction would be vastly increased; and whether such instruction should, for a time, be given in the central school, or in the upper classes of the Grammar Schools, or in branches of the central school established in a few outlying districts, is a matter that will come up for decision at no distant day.

The masters of Grammar Schools are now relieved from the exclusive instruction of the upper classes, and are expected to act virtually as district superintendents, as well as teachers. It is their business now to see that every grade has faithful work done for it. As the lower classes contain the greater number whose schooling is to be unhappily short, it is their duty to make sure that those classes have the best possible opportunities. That master will do the greatest good to the greatest number who gives a considerable part of his time to reinforcing the instruction, and the influence of the teachers who are to make the first and most lasting impressions on the great mass of the children. He will do this, not merely for humanity's sake, but, if he is wise, for the ultimate effect of such a course in raising the general standard of teaching and of attainment. Those schools where the master sits in solemn state in the upper rooms, giving his time only to those who reach his grade in regular course, will be found to do the least meritorious work as a whole,

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and to keep the pupils to such an age as to hinder if not to frustrate any plans for their higher culture.

A Grammar School, conducted by an active and far-sighted master, will give to every child the best instruction practicable, whether for the whole course or for any part of it. The boy who must leave to drive a cart, or work in a factory, will have *some* training, and that the best for him, if he is to have no more. The favored lad who looks forward to a learned career will have a thorough elementary preparation, and be dismissed to take his proper place. Those who are satisfied with the course of the High School, or who intend to go beyond it and pursue engineering, or the natural sciences, at the Institute of Technology, may continue to the end, or may branch off at the proper time. And for those who do not expect or are unable to give more time than is necessary for a common-school education the programme is prepared under which the teacher can do all that is possible.

We have not referred to female pupils, because the age and requirements for entering the Girls' High and Normal School are such as make the step from the Grammar Schools an easy and natural one.

To carry out these views in practice is by no means without difficulty. Regarding, as we do, promotion to be the *right* of each pupil, not to be delayed by considerations of convenience, nor by the varying opinions of masters, we think it very desirable that in some way there should be an active, intelligent and uniform inspection of the various classes at certain stages. It ought not to be a matter of uncertainty as to when a boy should leave the Grammar School for

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the Latin School or the English High School, and there ought to be competent authority to advise or direct such a transfer, with the consent of parents. A lad, for instance, was persuaded to remain in a Grammar School until he had reached his sixteenth year, although the master knew the boy was destined for College. When he appeared at the Latin School he was not practically a step beyond the little fellows who entered without half his knowledge of English studies. He was unwilling to be classed with boys in jackets and small clothes, and was unable, of course, to enter any higher class. He seemed to need a special course for himself; which would be equivalent to the city's employing a private tutor for him. Had the school been visited by some authorized examiners, he would have been sent to the Latin School two or three years earlier, and so put in the way of entering one of the learned professions at a proper time of life. Such instances are of frequent occurrence in nearly all our schools, and measures cannot be taken too soon to apply some practical remedy. Either the superintendent should receive the necessary assistance for the purpose, or some special committee should be clothed with the proper authority to make searching examinations of each class of boys throughout the city annually, and cause each pupil to be placed in the way of advancement that his particular needs require. Meantime the masters should teach the prescribed courses of study as though all pupils were to complete them, and be satisfied with the ample honor of carrying out their part in the greater programme which embraces all culture.

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There is something fascinating to the mind, we are fully aware, in the idea of rounding each department of a system, and of deploying masses of pupils by right lines in column; the wiser idea, however, is to regard all rules but as general directions, to be observed in a liberal spirit, and to be administered for the benefit of individuals rather than for the pleasure or glory of the ruler.

Names, even when known to be misapplied, do affect our opinions. The term "Grammar School" means a school for instruction in languages; such is the ancient and the best present use. The studies in our so-called Grammar Schools belong almost wholly to what is classed as Elementary Education. They are strictly Intermediate Schools, and we should be careful not to allow ourselves to forget that fact.

THE LATIN SCHOOL.

The changes recently made in the plan of study in this ancient and highly esteemed school will not produce any marked effect, until the class which begun with the new system shall have nearly completed its course. The work of the first years, like that of laying the piers of a bridge, is out of sight, but not the less important on that account. One fact has been strongly impressed upon the minds of the committee, and that is the impossibility of classifiying the heterogeneous material annually gathered for admission. From this difficulty have sprung nearly all the evils that have been the subject of criticism in the management of this school. Few of the candidates come from the Grammar Schools; those who do are mostly

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windfalls,—boys that have dropped from the regular classes, impatient of discipline, perhaps under no good government at home, and whose parents foolishly hope that, when once in the Latin School, they will, along with their classical training, "pick up" enough of arithmetic, or of whatever elementary study they are deficient in. Others are graduates from private schools, and come with acquirements so scanty that the committee can but wonder whether the pupils in pinafores had not marked out and directed their own course of study. Dozens of pupils came last season for admission who did not know the multiplication table, and a very large number got only *ten per cent.* of correct answers to a series of very simple arithmetical questions. Such boys needed two years of steady Grammar School discipline, before they were fitted to begin the Latin School course; yet they constituted the majority of the candidates that offered for admission. Another class consisted of boys who had been kept too long at the Grammar Schools; boys who were familiar with all the English studies of the Latin School course for the first, and perhaps the second year. These were naturally desirous to shorten their time of preparation for college, and probably would be able to enter with credit in four years. Then there were a few mature youths, to whom the desire for a learned career had lately come. They were willing to do double or quadruple duty; to apply their ripened and disciplined faculties to the severest tasks, and to rush through with such preparation as they could in a year or two, because the shadow of Time was close behind them. For these last exceptional

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cases provision could be made, without breaking up the harmony of the programme. But every parent who had sent his child at any of the different stages of progress we have mentioned, thought his special case should find favor, and that the Latin School was not performing its duty if it did not receive his offspring just as he stood, and make him ready for college in just the number of years that the parent thought proper to allow to that part of his course.

This kind of pressure has constantly been exerted upon the master of the school and upon the committee, and it is not strange that they have good-naturedly tried to meet the wishes of parents and friends, and go on as best they could with classes in which were gathered little ignoramuses of ten, half-taught and self-willed boys of twelve, Grammar School graduates of fourteen and fifteen, and belated young men of eighteen and twenty. In a class consisting of such diverse materials there could be but one thing in common, — their names were printed in the same division of the catalogue. But each sort, no matter how classified nominally, were put to different work, suited to their age and attainments, and in a few years hardly a dozen of them held together. Some passed on, reaching higher classes, skipping years at a bound; some loitered and fell back, not being able to make up for elementary deficiencies; some got tired and dropped out; a very small number finished the course with equal pace.

In every instance where rules that have been maturely considered are broken over for the benefit of individuals, a positive injury is done the school. Its

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classification goes for naught. The pupils, instead of going through the course with something like order, are like a mob, trampling down every vestige of rule, each a law unto himself, and each requiring substantially a special instruction. If this principle is to prevail, it would be far better to say that the city will provide private tutors, who shall receive pupils with any or no preparation, conduct the recitations according to individual preferences, and omit any studies for which pupils have a distaste.

We have other and different plans for this noble and venerable institution. All rules have their necessary limitations, but there is no necessity for their entire abrogation. To begin with, a certain standard for admission has been established. It is not a high standard when the end of the course is considered. It must be raised year by year, rather than lowered. And we would earnestly ask the masters of Grammar Schools, *and especially parents who intend to have their sons receive a classical education*, to make themselves familiar with these requirements, and to see to it that such pupils are made proficient in these indispensable studies. There is no time nor place for "making up" any deficiency. Each year has its duties, all that the pupil can fairly get through with. And this preparation should be made *in season;* pupils should not loiter in Grammar Schools after they have gone thoroughly over the ground marked out. If this could be impressed upon the citizens as a matter of imperative duty, one great source of trouble, both for pupils and teachers, would be avoided. There would then be but one irregular class to be disposed of, namely, the be-

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lated ones. These could be easily distributed and set to work.

For such a new class as is contemplated in the new programme, nearly equal in age and in attainments, there would be only one further difficulty, which is the desire on the part of some to shorten the course, and so throw classes into confusion. Upon this point we have a few observations to make. The programme that has been adopted has been very carefully considered. True it embraces a few studies not absolutely *required* for admission into college, but we submit that it contains none that any scholar will say are not desirable, and even essential to a symmetrical education, none that can be omitted without detriment. We feel bound therefore, to insist, as a rule, upon the literal fulfilment of this programme on the part of every pupil, until experience shall show that it should be modified. With this opinion, we are willing to allow of the most rapid progress that covers all the required studies. The yearly examinations are intended to be tests of proficiency in the required studies of that year; and any pupil who can show such proficiency is entitled to promotion, whether he has spent the usual time in going over the ground or not. This rule, enforced, as all rules should be, firmly yet liberally, will consolidate classes, preserve the needed order, and keep the school where it should be, as part of a great system, and prevent it from lapsing into a mere aggregation of guerillas, each fighting for learning "on his own hook." These principles adhered to for a few years will exert a salutary influence upon those

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whose children are to come to receive its benefits; will bring pupils at the proper age, with right notions, and with the ability and disposition to take hold with good will of the prescribed studies, and to learn the needed lessons of acquiescence in laws framed for the general good.

The masters will then be released from multifarious and (in a general sense) unprofitable labor, and be able to do far more for the advancement of their pupils, to promote the greatest good of the greatest number.

Only in this way will the Latin School preserve its rank with the renowned Grammar Schools of the Old World, in the high, varied, thorough and elegant culture of its sons. The committee share with the graduates in their proud regard for the school, and they pledge their unremitting efforts, in connection with the head master and his able corps, to maintain and to increase its usefulness and its well-earned fame.

Some matters which concern the school, in common with the English High School, are noticed in subsequent pages.

ENGLISH HIGH SCHOOL.

This school appears to be highly prosperous. Its numbers continue to increase, and there is an evident spirit of emulation among the pupils and of co-operation among the instructors, that give promise of good results. The additional year of study has been a successful experiment, and it is not improbable that in the end this may become a part of the regular course. There does not seem to be any good reason

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why this school should not be gradually developed into a polytechnic institution. If the legitimate High School work is begun by pupils at a proper age, whether in the High School itself, or in several subordinate branches, or in the upper rooms of the present Grammar Schools, it is entirely feasible to carry on mathematical, scientific, and linguistic studies, and to apply them directly to professional, mechanical, and mercantile training. Such is the natural direction, and to such an end we should steadily look.

In pointing out this course of progress, we do not mean to reflect upon the management of the school, by any means. Probably no better work is done in any of our public schools. But the intellectual tendencies of our times are very decidedly onward; and it is difficult for legislators to set a limit beyond which public instruction is not to be carried. If the new programme of the Latin School is faithfully carried out, every graduate will have quite as thorough training in most studies as college graduates had twenty years ago. The main difference will be in the omission of logic and mental and moral philosophy, which require a maturity of judgment seldom developed until near manhood. The public will then be taxed for what is substantially a college education for one class of pupils, and a similar completeness of training can hardly be denied to those who, omitting the classics, desire an education proper for practical life. It is not an answer to say that the Institute of Technology has been established for that purpose; for. there are many who are not able to pay even the moderate charges of that school.

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Nothing of this kind is to be done in a hurry. Great schools do not rise like Aladdin's palace. But the fourth year's course should be carefully observed, and pains taken to adapt it to the most useful ends. Preparation could be made for such special study and practice as is needed for thorough book-keeping, for surveying, navigation, as well as for general culture.

We believe, further, that it is the unanimous opinion of all teachers, that Latin is of the highest practical use; and we do not see that if it is pursued as an optional study, it will either divert the pupils' attention from their more immediate pursuits, or in any material degree change the character and uses of the school.

The English High School has now more classes quartered about in various places than are accommodated in the main building. With this fact in view, we can but wonder that it should be said that there is "no pressing necessity for additional accommodations." The need is both immediate and urgent. The present building is unfitted in every way for the purpose. It has not sufficient space in its yards, passages and stairways, nor any hall large enough for even its ordinary occasions. The Latin School, which occupies the other half of the building, though not so crowded, has its outside colonies also, and has no proper space for doing its work comfortably. There are many reasons why the two schools should be located near each other, occupying either wings of the same edifice or contiguous buildings in the same lot.

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Each school will require its separate rooms for daily occupancy, as well as separate yards. But it is no longer practicable to let the boys take their exercise upon the Common; the military drill is only an occasional resource, though it occupies quite enough of school hours, and a well-furnished gymnasium is greatly needed. Pupils will then be able to get their indispensable daily exercise with very little loss of time. One gymnasium will serve for both schools. Next, the military drill, if it is to be kept up, will require a hall. There is no probability that the new school-houses will be located where the use of a large room like Boylston Hall can be obtained. To give regularity to the drill a proper hall must be provided; and for this purpose one hall will serve for both schools. The same may be said for the great hall that will be wanted for exhibitions and other public exercises, for the library, which is greatly needed for both schools, for cabinets of natural science, and philosophical apparatus. Thus it will be seen that three halls, for gymnasium, military drill, and for declamation, with other rooms enough to occupy one large building, will be wanted for either school singly, but will easily accommodate both under joint regulations.

The schools will also exert a salutary influence upon each other; there is no danger that the English High School will become too literary, or the Latin School too practical. Furthermore, the efforts of some of our most thoughtful members have been given to the matter of allowing the freest development of pupils' faculties, and, with that view, of making the

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requirements for admission into the two schools as nearly equal as possible, so that pupils who begin to show abilities and taste that demand a different training can be transferred from one school to the other without much jar, and without the loss of so much time as has been the case heretofore.

We think that a spacious lot should be selected, upon an airy and handsome avenue, and that an edifice with a centre and two wings, or (what is better) three buildings conveniently near together, should be erected. If the Council properly appreciates these great interests, and looks to the wants of the future, this edifice, or this group of buildings, will be an ornament to the city that prides itself upon the honor shown to learning and the arts.

The temples of the ancient world and the cathedrals of the middle ages showed the estimation in which religion was held by their builders. And though splendid edifices do not imply great schools, any more than high battlements constitute the State, still, where the models for school buildings resemble factories or warehouses, rather than temples of science and art, it is safe to say that the public is clearly not fanatic on the subject of education. Nothing impresses a traveller more than the evident pride of Englishmen in their great public schools. Elaborate architecture and appropriate surroundings give them a dignity with which the softening touches of age are in perfect harmony. How many of our school buildings, even the best of them, can ever acquire a really venerable character, or will be visited in coming years by lovers of the picturesque? While we allow that many recent struc-

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tures are large, airy, commodious, and adapted to daily uses, we should yet be pleased to see buildings for the English High School and for the Latin School in which, without forgetting the essentials of convenience, there should be embodied in ample form our ideas of beauty and proportion, so that the Bostonian may point to them and say, "THERE is what we think of the education of our sons!"

Provision should be made for one thousand High School and five hundred Latin School pupils.

THE GIRLS' HIGH AND NORMAL SCHOOL.

This school is now established in a new, large, and well-proportioned building; it is furnished with needful appliances for instruction, and for the wants of teachers and pupils, and is capable of becoming for the one sex what the Latin and English High School combined would be for the other. The varied and growing educational facilities offered to boys are thought to be matters of just pride; all friends of education applaud the efforts made to fill out for them to a more liberal circumference the range of English studies, and to carry still higher the standard of classical attainments. It becomes us to see to it that the studies of this school — at once school and college for one half of our pupils — cover as large a period of time as can be afforded; that those studies are the ones best adapted to the general culture of all the pupils, and that nothing attainable, either of solid excellence or of literary accomplishment, shall be wanting from

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the course. It is quite too late in the century to say of *any* branches of study that they are not suited to woman's capacity, or are useless to her in her sphere of life. And as the course of High School study for boys is likely to be not less than four years hereafter, it may be worth while to consider whether there should not be an additional year spent in this school, in order to carry out those studies and that discipline which require mature faculties on the part of pupils. There might be elective studies also, such as Italian, with ampler courses of literature, both of English and other languages.

There would seem also to be an additional reason for lengthening the course, owing to the fact that a great and increasing number offer themselves for admission under the age of fifteen, and are well qualified to enter, if they had come to the prescribed age. We feel compelled to differ with our predecessors as to the propriety of insisting upon the standard of age. We think they should be admitted when they have finished the Grammar School course with credit. That course cannot be lengthened, certainly not in mixed schools, as we have pointed out elsewhere, without the most serious injury to the pupils of the Latin and English High Schools. When the Primary Schools throughout the city are taught in the way and with the thoroughness that we have advocated, and when in the Grammar Schools the doctrine of promotion as an individual right is recognized, a very large number if not a majority of girls will be fitted to enter the Girls' High and Normal School at from fourteen

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to fourteen and a half years of age. What are such pupils to do meanwhile? A year's idleness may develop their bodies, but it will serve to dull or rust their minds and destroy their studious habits and tastes. The great central school must receive them, and if it has no classes for them, the proper classes must be found. The institution might be treated as buildings sometimes are, raised up while a new story is built under it.

The name of this school leads us to consider the twofold purpose for which it was founded. It will not do to forget either object. We do not agree with the opinion that the young lady who does not expect to teach can afford to neglect any of the solid branches; still less do we think that the future teacher should confine her attention to the "useful studies," and give no time to languages, literature, and to the subjects that give culture and refinement to faculties and manners. In the first place a proper balance between these two general courses is the best for the symmetrical development of any mind,— best for the daughter of wealthy parents in her destined circle; best for the less favored girl, who is to teach or to derive her support from other employment. In a commercial country like ours no one can predict the fortunes of any family. The delicately nurtured girl may be obliged by some turn of affairs to become a teacher, and the energetic daughter of poorer parentage may come into the possession of wealth. If they have been judiciously trained, they can exchange places without great difficulty.

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By this statement we mean that the basis of all good education is virtually the same; and we are glad that the children of the rich and poor meet under one roof to receive a training that is best for all.

The present course, as far as it goes, seems to be admirably proportioned, and we would not omit any part of it, least of all from the desire of saving time for normal training. If there is any person that requires thoroughness of discipline, variety of attainment, the power of expression that comes from language, the taste which is developed by drawing and music, and the aptness of illustration which general culture brings, it is the teacher. Character is indispensable, we know, as our predecessors have warmly urged; but we would also insist upon ample and various culture. The oral instructor cannot have too many resources, either for her regular work or for the scarcely less useful amusements by which the minds of pupils are to be refreshed. The experienced visitor, upon entering a Grammar or Primary School, soon sees whether the teacher has given thought to her vocation, and what use she makes of her reading and her observation. She *radiates* knowledge, and the most remote and apparently unpractical of her accomplishments come into service daily.

When we speak of the training of teachers, we wish it to be understood that it is not a substitute for anything in the regular course; nothing is to be omitted to make room for it; the teacher is to have all the graces attainable; and the normal training is a superadded course, to be given to those only who have

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finished the regular course of this or a similar school.

We are convinced that as a normal seminary this school does not answer the expectations of educators, nor supply the wants of the Grammar and Primary Schools by training up teachers capable of imparting instruction by the best methods. The reports of the training department show that it has furnished but a very small number of the teachers annually appointed. A singular apathy upon this important subject prevails among many. There would seem to be a prevalent opinion, hardly concealed, and yet not openly avowed, that, after all, the Training School is like a child's baby-house, in which culinary and other domestic affairs are carried on in a "make-believe" manner, and that, on the whole, it is a pleasing but useless appendage.

To doubt the value and efficiency of theoretical and practical lessons in the art of teaching, especially when accompanied by daily examples in instructing a normal class, is to renounce the benefits of all experience, and all belief in the ability of man to build up any science from facts. What will be said of the teacher who pronounces his pupil fit to be a shipmaster when he has acquired the mathematics, but has never taken a sextant in his hand? Will trigonometry make him a surveyor without actual experience with the instruments in the field? Is not clinical instruction the best possible training for the physician? Is not the actual trial of a case, even in a moot court, the best way to fix legal principles in

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the young lawyer's mind and to give him the power of applying what he has learned? The analogies are endless, and the conclusion they lead to cannot be resisted.

There can be no doubt that the great body of applicants for situations as teachers would qualify themselves to teach in the best way, provided they knew it was necessary. But it is notorious and lamentable that there is not the least uniformity of requirement in the various schools, and scarcely ever any pretence of an examination; and it is rather wonderful that such excellent average results are obtained. We shall never do our duty as a committee, and shall never put our common-school instruction upon a permanent basis, beyond the reach of interference by the ignorant, and by those who have private, or sectarian, or other unworthy ends to serve, until we establish some uniform standard of qualifications for teachers, and make a certificate from a Training School or from an independent board of examiners as indispensable a prerequisite as the diploma is for a physician, and the order of court for the admission of an attorney.

Having done this, we may be sure that if the Training School needs modification it will speedily get it. Enlargement and ampler facilities it must have. Normal classes should be provided for it, taken entire (and not made up by invidious selections) from neighboring schools, with the concurrent action of district committees. And we think it will be best to have this department disconnected from the present school, and put under the charge of a competent

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person, male or female, so that there may not be the friction of an *imperium in imperio*, a government within a government. But we do not think such a Training School should, under that guise, compete with the Girls' High School in the business of general education. Its functions should be restricted to the preparing of teachers in a single year (if that time should be found sufficient) for their practical duties by daily practical lessons given to normal classes. We are strongly opposed to a separation farther back at an earlier age, that would divide girls into classes by assumed horizontal lines, and give rise to inevitable rivalry, jealousy and ill-feeling, and perhaps tend to make the membership in one school a badge of distinction, and in the other an evidence of an inferior social condition. Besides, the present building is large enough for both purposes, and another structure would not be needed, certainly not until there is a great and salutary change in the mode of examining and appointing teachers.

At the risk of being a little tedious we wish to make a few more observations respecting the character and culture of teachers. All purely technical training, as Coleridge said of the law, like a grindstone, while it sharpens, tends to narrow. The very best and most conscientious teachers often show the effects of this. We are afraid that many of our professional educators are too much inclined to regard with disfavor those elements of culture which they cannot see the immediate use of. Their eagerness for *results* makes them neglectful of some things which

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others, standing at a due point for perspective, see to be essential. The pictures of the school-master, and school-mistress, as painted by the great novelists and poets, though heightened by a little natural exaggeration, show to us the tendencies to be guarded against. They are generally represented as thin by temperament, and made more so by nervous anxiety, — formal in manner and precise in speech, — mindful overmuch of trifles, — disposed to be dictatorial, because in a position to exact and to receive homage and obedience, — positive, angular, utilitarian, and commonplace. This is the typical pedagogue as he appears in fiction. Let us cheerfully grant that it is an overcharged and unfair picture. But caricatures instruct us by pointing out the tendencies that are to be restrained or avoided. And with this obvious lesson before us, shall we fail to read it? Shall we not see, since the teacher's profession, when begun, has certain reacting influences which are to be held in check and guarded against, that in the preparation for that profession those qualities that belong to a well-rounded character, especially liveliness of temper, grace of manner, and breadth of culture, should be most assiduously developed and fortified?

We shall be told by "practical" people that poor girls need a special school in which they can in the shortest time fit themselves to teach, because they cannot afford to give the time for a proper course. We have a strong, natural sympathy for poverty, and especially for poor young women, for whom so few employments are now available; and we shall be

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glad to aid them in every way consistent with the public interests; but our sympathies are rather with the fifty children, and their vital needs must not suffer while we are doing a kindness to the teacher; and we must remember that the most fatal injury that can be done to the teacher's position is to make it in any respect an eleemosynary one. It is honorable while it is filled by those best qualified to discharge its duties, and no longer. To this natural but misjudging sympathy is generally owing the appointment of whatever incompetent teachers our schools are burdened with.

Let us leave to gardeners the production of black tulips and blue dahlias, as well as arbor-vitæ cones, dwarf quinces, and those unhappy pear-trees crucified on palings; and let it be our duty to provide for the full and natural development of human plants and flowers, spiritually and bodily, to establish such systems as will lighten labor, will take the stoop out of patient shoulders, restore the bloom to pale cheeks, and the light to weary eyes; so that a model schoolmistress shall be a model woman, graceful and strong, in full sympathy with her pupils, and no longer doomed to premature nervous debility, nor driven to take refuge in indifference.

MUSIC.

This department appears to be in a satisfactory state of progress. Instruction in the art of reading music and in producing correct natural sounds is given to the pupils from their first entrance into the

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Primary Schools, and the efforts of the several supervisors are devoted to making the various steps of that musical instruction and practice combine in a philosophical system. It is certain that the standard of musical knowledge, and of ability and taste in performance, has very greatly increased within the last few years. If all the pupils competent to sing in parts correctly, in good choral style, were gathered into one body it would require a stage considerably larger than that of the much-vaunted Jubilee.

An experiment has been in progress during the summer and autumn of 1871 and the winter of 1872 that *may* lead to favorable results, although it appears to be a partial abandonment of the high ground taken the year previous, and a return to the old system of dividing the schools between the music teachers, leaving each one to teach in his own way. The supervisor of music in the Primary Schools, Mr. Mason, represented that he had not had the opportunity to develop his method of teaching, and desired to have a school assigned to him, that he might give instruction in all its various classes, and so exhibit his system by a connected series of examples. It was to no purpose that he was reminded that in his own proper sphere he was exerting a wider influence than would be possible under any "perpendicular" division of duties; the Music Committee reluctantly acceded to his wishes, and, with the consent of the District Committee and of the chief musical supervisor, he was allowed to give the entire musical instruction in a certain school. When this was done, it was impossible

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to deny similar requests made by Messrs. Sharland and Holt, the supervisors of music in the Grammar Schools, and accordingly each of these gentlemen has now a separate school in which he is sole instructor.

For a mere experiment this state of things might be tolerated; but it should not be allowed to continue long. If in the musical progress of any one of these schools there should appear to be any special excellences, they can be noted, and the improvement made available for all of them. The valuable traits of each system (if there are distinct systems) ought to be gathered together. The present competition must have two unpleasant results: it must foster a jealous rivalry between the supervisors, who ought not to be exposed to the feeling, but rather to work together for the general good; and it must result in giving to the three schools mentioned a great deal more than their fair share of musical drill, and perhaps in occupying more of the time of the pupils (under the forcing system that is sure to grow out of any strife for superiority) than a just regard for the claims of other studies should allow.

The annual exhibition in June last was one of the most successful of the long series. As the report of the Music Committee will probably give an account of it, the details may be omitted here. We cannot forbear to mention one thing, however, in regard to the exhibition in honor of the Grand Duke Alexis, which is, that the City Council assumed the entire control of its management, practically ignoring the Music Committee of this Board. They issued the letters of invi-

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tation over their official signatures, so that even the members of the Music Committee who were present entered as spectators of the festival which their own labors had made possible, by the favor of the Aldermen and Councilmen who represented the city on the occasion. The distribution of tickets was made with a similar want of consideration for the rights of this Board. We think it should be made certain that no concert or musical festival shall take place hereafter which shall not be entirely under the control of the proper committee.

While upon the subject of these annual concerts, we would observe that a great wrong is done to the feelings of parents by depriving them of the opportunity of hearing and seeing their children on these interesting occasions. We think they have the first right, and we would recommend that two performances shall be given, to one of which each member of the chorus shall have one or two tickets. If but one performance can be given, let the parents enjoy it, and let all the city officials exercise a wholesome self-denial.

We do not wonder at the eagerness with which our citizens press for tickets to these concerts. The city has nothing else so fair to show. And we add, with what we believe is a just pride, that no city in the civilized world can present such a splendid chorus of children, so officered and drilled, so competent to sing.

If we would show to a foreigner the spectacle that testifies most strongly to our culture as a people, that distinguishes ours from other merely great and pros-

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perous cities, we could find nothing like this. Other cities have galleries, halls, statues, paintings, libraries, and other institutions which make our progress in the arts look poor and mean. But that glorious chorus, especially when considered as a representative of twelve thousand more that could be gathered if we had a colossal hall for them, is without a parallel. And the thoughtful mind begins to consider that each small atom of that grand mass of harmony is the light and beauty of some home, and that the humanizing influences of this loveliest of the arts are diffused like the common light and air.

We shall not be thought too enthusiastic, perhaps, if we urge that music, as a means of education, is more important than is generally considered. Few pupils come to be eminent mathematicians or linguists. The works of classic authors, and the aerial architecture of the geometer, are for the very few. We teach the higher things for the exercise they give to the faculties, and because we *may* develop some new Laplace, or Newton, or Bowditch. But we find practically, that, after school days are over, the mathematics are laid aside, and that Horace and Virgil become dusty.

For the average man and woman, the arts that refine nature and make life beautiful, such as music and drawing, are more beneficial than high mental cultivation. We would give the high cultivation if we can. We would enlarge the mental horizon of every pupil. We would show the greatness of God in the laws of the universe; in the nice equilibrium of the

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solar system; in the succession of geologic strata, in glaciers, mountain chains and volcanic craters; in the growth of plants, and in the structure of animals; but when all is done, the influence of music will have much more to do with their daily happiness. It will make them more contented with their lot; will banish weariness, and lead their minds into that repose which it is the highest philosophy to gain.

DRAWING.

With regard to this important branch of public instruction, a new and lively interest has arisen during the last year. The first steps have been taken to bring the whole body of pupils under an intelligent system of instruction, by educating the teachers in normal classes. The report of the Drawing Committee will best show what has been done, and what remains to be undertaken. This is probably one of the most important movements made in our time, and its effects will be felt powerfully in many ways. Education is not altogether an interior process; other faculties besides the reason demand cultivation. Drawing, which educates the eye and the hand, gives facility to express the thoughts of the mechanic, as well as the plans of the engineer, the fancies of the designer in decoration, the recollections of the traveller, and the conceptions of the creative artist. By the power to draw, the value of any mechanic's labor is vastly increased, and in time we shall see greater elegance in furniture, in household utensils, in orna-

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mental fabrics, and in domestic architecture. With increased knowledge of art in its higher forms, we shall see less of the wretched plaster-ornaments, and the tasteless pictures now cherished in so many houses. Books will be free from the coarse and ignorantly drawn plates of which so many are now "illustrated." Another generation, reared under these more favorable influences, will grow up with finer instincts of proportion, and we may hope that ART, in its true power and divine beauty, may not always be the meaningless word it has so long been.

Aside from these remote prospective benefits, the training of our teachers in the art is sure to bring immediate advantages. We have before called attention to the power which a teacher exerts in oral instruction. The art of making thought visible by illustrative figures on the blackboard is the natural complement of oral teaching. The intelligent teacher talks with chalk in hand, illustrating as she proceeds. She does in this way a twofold work, arresting attention and making impressions that are indelible. What Agassiz is before a class of naturalists, the model teacher becomes in the estimation of her expectant pupils.

The public is to be congratulated upon the employment of Mr. Walter Smith as director of art instruction, since from his familiarity with the workings of drawing schools in England, and from his great natural aptitude as an educator, much is to be hoped for in this department.

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SCHOOL BUILDINGS.

The city charter and ordinances give to the Board of Aldermen and Common Council the entire control of the erection of new school-houses; but although this Board has no responsibility in the matter, we cannot avoid feeling some personal interest in the construction and conveniences of the buildings in which all our labors are to be carried on. In some respects the liberality of the City Council is worthy of admiration. Many of the recently constructed buildings are elegant as well as costly (and cost is not always the measure of elegance); and a commendable spirit has been shown to meet the demands for the accommodation of pupils.

But it is but just to say that there is no one of these fine structures but what could have been improved if the building committees had chosen to avail themselves of the experience of this Board. The Shurtleff School-house, for instance, has very insufficient light in the upper story. In a cloudy afternoon the master's room is too dark for ordinary uses; and the large hall is always so gloomy that no proper effect can be given to an examination or exhibition in it. The Capen Primary School, corner of Sixth and I streets, is very pleasing in its appearance, and is a vast improvement upon most buildings of its class; but though it has just been completed (in 1871), it is only partially ventilated; the visitor on coming into a full room finds his nose assailed and his lungs burdened at once. In the original plan provision was made for *two* channels for

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ventilation in each room; but the City Auditor informs us in his report that the Committee on Public Buildings thought *one* would answer, and so saved the expense. Fresh air is certainly the cheapest of necessaries, and we think it is time that perfect and thorough ventilation should be insisted upon in every room in which so many tender lungs are to play. However it is but just to the members of the City Government to say that they mete to themselves the same measure of fresh air that they give to the children. Those who have breathed the air of the Council Chamber and of the Aldermen's room during late sessions cannot accuse them of being selfish in this respect.

In planning large halls it seems strange that our architects have not thought of lighting them partially from above. The great hall of the Girls' High and Normal School, for instance, would be vastly improved by such a change. Neither pictures, nor sculpture, nor the more beautiful living groups, show so well in the cross lights from side windows.

If some of the results of many years' observation and experience can be used in planning the new buildings for the Latin and English High Schools, it will prove a lasting benefit to the coming generations of boys. For their sake we make the suggestions.

SCHOOL FOR DEAF MUTES.

The steady progress which has been made by this school from its commencement in 1869, and more particularly during the past year, is most gratifying to

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the committee as well as to many others who were at first inclined to regard its establishment as a doubtful experiment. The pupils have made excellent progress in their studies and exhibit great enthusiasm and pride in their daily achievements. Parents and friends express their surprise and pleasure that the pupils accomplish so much. Letters of commendation are constantly received from prominent educators who have visited the school and examined the plan pursued. Much interest is also manifested in various parts of the State as well as beyond its limits in regard to the school, and inquiries as to terms of admission and other details have been numerous, several having been received from the Western States. A number of those who have visited this school have testified their interest by donations of money and clothing, placed in the hands of the teachers for the benefit of pupils whose parents are in indigent circumstances. One gentleman kindly sent for this purpose the sum of fifty dollars. Ten dollars was contributed by a lady, and one of our prominent citizens not long since gave to Miss Fuller, the principal of the school, a discretionary order on a clothing-house for such articles as might be required by the more needy children.

Perhaps nothing has contributed so much during the year to the value of the instruction in this school as the introduction of Prof. Alex. Melville Bell's system of "visible speech," which was done by his son, Mr. A. G. Bell, in a course of lessons to the teachers and pupils in March and April. By means of this system, deaf mutes can be readily taught to articulate

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correctly, and with proper inflections, even the most difficult sounds and words.

In addition to articulation and lip reading, the pupils are instructed in all the studies taught in the Grammar and Primary Schools, and have been graded to a considerable extent, although much individual instruction is necessary in articulation.

The number of pupils during the year was thirty-eight, and the average attendance thirty-three.

The principal and three assistant teachers have been employed, concerning whose zeal and unremitting fidelity too much cannot be said in commendation.

Other subjects are presented in the accompanying reports and tables, including full statistics for the year. For these matters, and for the accounts of the dedication of new school-houses, the reader is referred to the pages that follow.

Respectfully submitted,

FRANCIS H. UNDERWOOD, *Chairman.*
WILLIAM T. ADAMS.
CHARLES K. DILLAWAY.
GEORGE H. MONROE.
LYMAN MASON.
HUGH J. TOLAND.
RICHARD M. INGALLS.
HENRY C. HUNT.

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REPORTS

OF THE

COMMITTEES ON THE HIGH SCHOOLS,

FOR THE

School Year Ending August 31, 1871.

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LATIN SCHOOL.

The Committee on the Latin School respectfully submit the following Report:—

The average number of scholars for the year ending September 1, 1871, was two hundred and forty-four. Average attendance, two hundred and thirty-five. The number in the first class at the close of the year was twenty-five, of whom nineteen entered Harvard University, two the Institute of Technology, and one Nicholet College, Quebec. Two went into business, and one engaged in the study of music.

In June, 1871, diplomas were awarded to twenty-six young gentlemen, and Franklin medals to William T. Campbell, Frank Campbell, Lester W. Clark, Frederic R. Comee, Ashton L. Dam, Gorham P. Faucon, John C. Lane, Charles C. Lord, Henry S. Milton, George H. Monks, Granville H. Norcross, Morton H. Prince.

The pupils have been instructed by one head-master, ten masters, one sub-master, one teacher of the French language, and one teacher of military drill.

Of the one hundred boys who presented themselves for admission September 1, 1870, only eleven were found to be sufficiently qualified to proceed with the new programme of study introduced at that

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time. The disposition to be made of this very large per cent. of candidates, unprepared to pursue profitably, or even tolerably, the course of study marked out, engaged at once the attention of the Committee. But few of them knew of the advanced requirements of the school, the programme having been decided upon only a few weeks before the beginning of the school year. A classification of the boys was made, and a great amount of purely preparatory work was undertaken by the teachers. A few, it was seen, could not go on with any comfort to themselves, and they left the school. Others, and much the larger portion, pursued studies necessary for admission to the present sixth class, and the remainder, with such as have joined them, constitute the fifth class. The work of the year was necessarily largely of that kind which attends a change so great in the studies of a school as were those at this time adopted.

A good beginning, however, was made with the new programme, and it is now confidently anticipated that another year will witness much more satisfactory results. Sufficient progress has already been made to satisfy the Committee and teachers of the school, that the present curriculum of study, with such modifications as time and experience may suggest, will prove to be eminently satisfactory to all who seek to promote its welfare and prosperity. The corps of instructors has been enlarged by five new teachers, including a special teacher in mathematics, and one in the natural sciences. The expenses of the school have thereby been largely increased; but the end which it is expected will be secured, in the opinion of

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the Committee, fully justifies the expenditure. It is their aim to keep this institution in the very front rank of classical schools in this country, and whatever sum may be necessary to secure this result will, we are sure, be deemed a judicious outlay, by all who wish well to the Public Latin School of Boston.

HENRY S. WASHBURN,

Chairman.

OCTOBER, 1871.

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CATALOGUE OF THE TEACHERS AND PUPILS OF THE LATIN SCHOOL, SEPTEMBER, 1871.

HEAD-MASTER.

FRANCIS GARDNER.

MASTERS.

AUGUSTINE M. GAY,
MOSES MERRILL,
JOSIAH G. DEARBORN,
AUGUSTUS H. BUCK,
JOHN S. WHITE, JR.
CHARLES J. CAPEN,
WILLIAM T. REID,
JOSEPH W. CHADWICK.

SPECIAL MASTERS.

GEORGE W. MINNS,
GEORGE W. PIERCE.

INSTRUCTOR IN FRENCH.

PROSPÈRE MORAND.

INSTRUCTOR IN DRAWING.

CHARLES A. BARRY.

INSTRUCTOR IN MILITARY DRILL.

LIEUT.-COL. HOBART MOORE.

PUPILS.

FIRST CLASS.

Bacon, Daniel Carpenter
Bicknell, Edward
Blaikie, Josiah Alfred
Botume, John Franklin
Corcoran, Lawrence Michael
Cunningham, Stanley
Dodd, John
Eldridge, George Homans
Fisher, Samuel Tucker
Farnsworth, William
Foster, Charles
Gardiner, Edward Gardiner
Giles, George Lindall
Giles, Jabez Edward
Hinkley, Holmes
Hooper, Horace Nathaniel
Jackson, Oscar Roland
Jaques, Henry Percy
Leland, Willis Daniels
Steele, Frank Gilbert
Tappan, Walter
Thompson, Newell Aldrich, Jr.
Troy, James Bernard
Washburn, Marshall Prince

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SECOND CLASS.

Bell, William McPherson
Brett, John Quincy Adams
Burbank, William Henry
Campbell, Newell Rogers
Cheney, James Loring
Currier, Charles Gilman
Cushing, Hayward Warren
Cutler, Frederick Waldo
Cutler, Walter Marshall
Cutter, Edward Jones
Denny, Arthur Briggs
Fulton, Frank Edward
Grover, Preston Herbert
Jacobs, George Edward
Litchfield, William Harvey
Morse, Edward Leland
Parker, Arthur Taylor
Pierce, Matthew Vassar
Pierce, Quincy
Russell, Walter Herbert
Sanford, Alpheus
Sherman, Addison Monroe
Sherman, Thomas Foster
Stevens, Oliver Crocker
West, Edward Graeff
Whitcomb, Charles Wilbur
Wright, Frank Vernon
Young, Reginald Heber

THIRD CLASS.

Allen, Willis Boyd
Andrews, Willie Edward
Crowley, James Linus
Dana, Francis
Davis, Frederick Sumner
Decatur, Frederic Forsskol
Dorcey, James Edward
Eaton, Harold Bayard
Gay, Frederick Lewis
Grant, Patrick
Homans, John
Jaques, Herbert
Lodge, Richard Walley
Lyman, Gerry Austin
McMichael, Willis Brooks
Meinrath, Joseph
Miller, Charles Edward
Mitchell, John Singleton
Murray, Theodore Randolph
Nickerson, Frederic Obed
O'Dowd, John
Pierce, Ebenezer Nelson
Power, David Ewin
Ross, George Whiting
Russell, Thomas
Simmons, Thornton Howard
Sparrell, Rufus Edwin
Stackpole, Edward
Tappan, Herbert
Thayer, Frank Bartlett
Tower, David Bates
Wheeler, Henry

FOURTH CLASS.

Archibald, Blowers
Bowen, John Templeton
Chandler, Frederick Emerson
Churchill, John Maitland Brewer
Coolidge, William Williamson
Codman, William
Dillenback, Hiram Irving
Dunham, Harry
Everett, Edward
Fenno, Lawrence Carteret
Gorman, John William
Hayden, Edward Everett
Hooper, Arthur
Jordan, Eben Dyer
Mitchell, James William
Nash, George Miner
Newton, Edward Wood
Pasco, Lewis Albert
Rees, Warren Jarrett
Roche, Patrick Joseph
Rollins, Frank Waldron
Shaw, Allerton
Smith, Donald Kennedy
Smith, Herbert Roberts
Somerby, Samuel Ellsworth

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Stearns, Edwin
Talbot, George Park

FIFTH CLASS.

Andrews, Clement Walker
Clark, Arthur Jameson
Davy, Charles Lewis
Hayes, Arthur Clarence
Holbrook, Olin Adams
Hunt, Edward Browne
Miller, George Stow
Morris, John Gavin
Nunn, Charles Peirce
Tebbets, John Sever
Wade, Robert Stowe

SIXTH CLASS.

Section A.

Delano, Samuel
Hanson, William Greene
Kelley, Webster
Lincoln, Charles Sprague
McCorkle, William Foster
McCorkle, Charles White
Means, Charles Johnson
Merrill, George White
Patten, Frank Bartlett
Perry, Frederick Gardiner
Rogers, William Stanton
Sanders, Orren Burnham
West, William Badger
White, Charles Addison

Section B.

Alger, Philip Rounseville
Ambrose, William Joseph
Anthes, August
Bailey, Louis Andrew
Barstow, Henry Taylor
Bates, Frank Prosper
Bates, Lewis Palmer
Bates, Samuel Worcester
Bates, Waldron
Bicknell, W. Harry Warren
Brooks, Charles Elwell
Buckley, Philip Townsend
Bush, William Came
Bush, Walter Murray
Bush, Harry Sturgis
Bush, Arthur Phillips
Butterworth, Frank Albert
Casey, Thomas Bernard
Cassidy, William Edward
Clark, Louis Monroe
Colton, Frank Walter
Devine, James Luke
Dix, Frank Milo
Fales, Willard
Farwell, Parris Thaxter
Fraser, Donald Allan
French, George Edgar
Frost, Edwin Thomas
Frost, Charles Ballou
George, Alvin
Gould, Junius Benton
Halligan, John Joseph
Hastings, John King
Hawes, Edward Southworth
Hodges, George Clarendon
Hodges, Harry Foot
Holder, Frederic Blake
Josselyn, Arthur
Kibbey, William Becford
Lane, Charles Stoddard
Loring, Prescott
Loudon, William Henry
Lowther, George William
Lyon, Alanson DeWitt
Lyon, Charles E. F.
Mansfield, Lott
McLaughlin, John Peter
Millerick, Daniel Edward
Milliken, Arthur Norris
Morse, Jacob
Morse, Warren
Mullen, Frank
Norman, William Mellon
Phinney, George Alcott
Pfaff, Charles
Pierce, Frank Wheeler

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Poor, James Ridgway
Reynolds, John
Reynolds, Edward
Richardson, Frank Chase
Richardson, Josiah Browne
Roche, John Andrew
Ruffin, Hubert St. Pierre
Savage, John Henry
Sawyer, Jacob J. A.
Shea, John Joseph
Sears, George Gray
Slade, Dennison Rogers
Slade, Henry Bromfield
Smith, Hamilton Sutton
Smith, Walter Allen
Somes, William Wyman
Sonrel, Louis Agassiz
Stetson, Clarence
Stevens, William Stanford
Strong, George Alexander
Thayer, Henry James
Tilton, Joseph Brown
8

Trouvelot, George Hipolyte
Walters, Arthur Augustus
Warren, Charles Everett
Wells, Charles Luke
Weston, Charles Galen
Whittier, Edmond Atkinson
Wilde, Edward Cabot
Wilde, George Cobb
Worcester, Theodore
Wyman, James Tyler
Young, Sanford Edmund

SUMMARY.

First Class . . .	24
Second Class . . .	28
Third Class . . .	32
Fourth Class . . .	27
Fifth Class . . .	11
Sixth Class . . .	103
Total	225

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ENGLISH HIGH SCHOOL.

In submitting their annual report, the Committee have much satisfaction in saying that the English High School is, and has been throughout the year, in a good condition, steadily accomplishing more and more the purpose for which it was instituted in 1821. This school aims to give good, thorough and pretty advanced instruction in all the departments of a broad, liberal education, save the Latin and Greek languages, and to send forth into the community young men whose culture, attainments and character shall fit them for usefulness and an honorable success in the higher walks of mechanical and commercial life; and few institutions of any kind in this city have more thoroughly accomplished their object, and fulfilled their purpose, than the English High School.

The number of pupils on the school register from the second Monday in September, 1870, to the annual exhibition in July, 1871, was 463. In the 1st class, 68; in the 2d, 145; in the 3d, 250. The number that left for various causes during this period was 69. At the annual exhibition, in July, the graduating class consisted of 63, to all of whom, after a thorough examination, diplomas were awarded, and Franklin medals to about one third of them. The average

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attendance during the first half of the year was 98.33, during the second half 96.80, making the average attendance for the whole year 97.56+. The 69 that left during the year make only 15 per cent. of the number in the school. This is the smallest percentage that has ever left the school in any year. That the school is gaining in popular favor, supplying that sort of education for practical business life which many parents in this community wish to give their children; that the school itself is felt by the pupils themselves to be interesting, attractive, and useful, is shown in the increase of its numbers, and especially in the diminution of the percentage of those leaving, and the increase of the percentage of those graduating. The class that entered in 1861 graduated only 16⅓ per cent. of its original number. The class that graduated in September had 37⅔ per cent. of its original number, and there is every probability that the class that graduates in September, 1872, will retain 51¼ per cent. of those who entered it in 1869.

At the annual examination of candidates for admission to the school, in July, two hundred and seventy-seven applicants presented themselves, and at the second examination, held at the opening of the school, on the second Monday in September, twenty-eight others, making in all three hundred and five. Of these two hundred and ninety-nine were admitted, four were rejected, and two did not appear to ascertain whether they were admitted or rejected. Of those who secured certificates of admission, about sixty did not present themselves to use and improve the privilege of attending, so that the school opened

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for the year with 109 in the 1st class, 180 in the 2d class, 240 in the 3d class, and 17 in the advanced class; making in all 546.

As different opinions prevail on the subject of admission to the English High School, some entertaining the impression that the standard has been raised too high, and that we are too exacting in the examination; others thinking that the standard has been lowered, and that many are received who are not sufficiently prepared, and incompetent to pursue successfully the course of studies arranged for the school, the Committee present the following list of the questions used at the examination for admission this year: —

GEOGRAPHY.

1. Two ships start from the same port and sail, one ten degrees in latitude, and the other ten degrees in longitude; which sails the greater distance?

2. Define Equator and Tropics.

3. The difference in longitude between London and New Orleans is 90 deg.; what is the difference in time?

4. What is the breadth, in degrees, of the Temperate Zone?

5. In what latitude and longitude are our antipodes?

6. What seas are found south of Europe?

7. Give three of the principal mountain-chains of Europe.

8. Mention the three principal cities in the valley of the Po.

9. On what rivers are Hamburg and Bremen situated?

10. What change has taken place in the political geography of Europe during the past year, in consequence of the German-French War?

11. Draw a rough outline map of New York, and mark the principal waters.

12. Mention the principal West India islands.

13. What are the exports of these islands?

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14. If you were to visit Rochester and Syracuse, N. Y., and Pittsburg, Pa., what important productions and manufactures would you find at each of these places?

15. Mention the great physical divisions of North America.

16. Mention the capitals of the Middle States. Mention the most important cities on the Rhine. What animals are found in the Old World which are not found in the New?

17. Mention two great deserts of the world, and state where they are situated.

18. Mention three of the highest mountain-peaks in the world, and state where they are found.

19. What do you understand by the term water-shed in Geography?

20. What by a basin?
What is a relief map?

GRAMMAR.

[The figures written as exponents indicate the worth of the questions.]

1^4. What is the difference between an adjective and an adverb?

2^4. Correct the sentences: If I had known it before, I would have done different. Large bodies move slow.

3^4. Compare the adverbs *soon*, *well*, *much*, *wisely*.

4^4. State the different properties of a noun.

5^4. Write the plurals of the following words: *folly*, *chimney*, *deer*, *sheaf*.

6^4. How is a passive verb formed?

7^4. Express the idea of the following sentence, with the verb in the passive voice: Columbus discovered a light at a distance.

8^4. Define an auxiliary verb.

9^4. Write four auxiliary verbs.

10^8. Correct the following sentences: Each of the young ladies' are good scholars; but neither have learned their lessons. Between you and I, I think tis him.

11^4. What are the essential parts of a sentence?

12^4. Write a sentence wherein a participle is used as a noun.

13^4. Write a sentence in which the word *that* is used both as an adjective and as a conjunction.

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14[4]. Name the different parts of speech used as connectives.

15[4]. Write the 1st person plural of the verb *call*, in the emphatic, progressive, and passive forms of the past indicative.

16[4]. What are the principal parts of a verb?

17[4]. Write the principal parts of *spin*, *throw*, *cast*, *cling*.

18[4]. Define parsing and analysis.

19[12]. Analyze the following: "Beautiful descriptions of morning *abound* in all languages, *but* they are *strongest*, perhaps, in the *East*, where the sun is frequently the object of worship."

20[12]. Parse the words in italics in No. 19.

HISTORY.

1. When and by whom was America discovered?
2. When and by whom was Plymouth settled?
3. In what colonies was free toleration of religion recognized?
4. When and for what purpose was the confederacy of the "United Colonies of New England" formed?
5. What was the Boston Port-Bill?
6. In what year did the Revolutionary War begin? End?
7. Mention one of the acts of the First Continental Congress.
8. What event determined the French to become our allies?
9. Why were the "Articles of Confederation" superseded by the Federal Constitution?
10. What were the two national purchases of Jefferson's and Monroe's administrations?
11. What is meant by a Protective Tariff?
12. During whose administration was there a surplus revenue in the treasury, and what was done with it?
13. What was the cause of the Mexican War?
14. Name two of our prominent generals in the Mexican War, and one important victory gained by each.
15. What was the cause of the Kansas troubles?
16. In what year did the Rebellion begin and end?
17. Name the State that first seceded from the Union.
18. Name two of the most distinguished loyal naval commanders during the Rebellion, and one of the most brilliant exploits of each.

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19. What terms were granted the Rebels on their final surrender?

20. What presidents of the United States have died during their term of office?

ARITHMETIC.

1. Divide 312 by $\frac{1}{3}$.
   Multiply 472 by $\frac{2}{3}$.
2. Divide $\frac{2}{7}$ by 250.
   Subtract $\frac{5}{11}$ from 325.
3. 324 is $\frac{2}{3}$ of what number?
   What is $\frac{1}{3}$ of $8\frac{4}{5}$?
4. Reduce $\frac{4\frac{7}{8}}{6\frac{2}{5}}$ to a simple fraction.
5. Add $113\frac{2}{3}$, 118, $19\frac{1}{4}$, and $117\frac{5}{6}$.

9. Multiply forty and six hundred twenty-five thousandths by one hundred twenty-five thousandths.

7. Divide six hundred and twenty-five thousandths by two and five tenths.

8. Reduce 5 fur. 21 rods to the decimal of a mile.

9. Reduce £7325 to shillings, pence, and farthings.

10. If it cost $11\frac{1}{2}$ to carry 6 tons, 17 cwt., 20 lbs., $12\frac{1}{2}$ miles, how far can the same be carried for $23?

11. How many cords in a pile of wood 100 feet long, 8 feet wide, and 6 feet high?

12. How much will it cost to carpet a floor 30 feet long and 27 feet wide, at $3.75 per square yard?

13. Three men can do a piece of work in 24 days, how many men must be added to the number to do the same in 4 days?

14. I sold a horse for $2,100, and gained five per cent. on the cost; had I sold him for $1,800 should I have gained or lost, and how much per cent.?

15. What is the interest of $735 from April 7, 1870, to July 13, 1871, at six per cent.?

16. What is the interest on $9,675 from Jan. 1, 1871, to March 3, 1871, at $7\frac{3}{10}$ percent.?

17. What is the interest on a six per cent. U. S. Currency Bond of $10,000 from Jan. 1, 1871, to March 17, 1871?

NOTE. — Calculate the interest by days, 365 days to the year.

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18. What is the bank discount on a three months' note for $5,000 at 9 per cent.?

19. Find the interest due on the following note, if paid March 19, 1871: —

BOSTON, July 1, 1869.

$2,500. For value received, I promise to pay John Jones, or order, twenty-five hundred dollars on demand, and interest at six per cent.

20. What will be your per cent. of correct answers, if you get seventeen out of the twenty right?

When the average of correct answers to these questions reached 75 per cent. the candidate was immediately admitted; when the average fell below this, the Committee and the masters took into consideration, — 1st, the comparative importance of the branch in which the failure occurred, laying the most stress upon Arithmetic and Grammar; 2d, the age and general character and appearance of the candidate; and decided accordingly on their best judgment. At the last examination, 19 boys were thus admitted on trial; no boy is ever admitted whose failure in any important branches, especially in Arithmetic, is marked, or whose average does not bring him in close proximity to 60 per cent. correct; and we think it wise and right that the Committee and the masters should exercise some discretionary judgment of this sort, as it often happens, our experience in repeated instances confirming it, that boys admitted on trial, or upon an average of less than 75 per cent. correct, or from the 2d class in the Grammar School, prove themselves thoroughly competent to pursue with advantage the course of studies at the school, and not infrequently graduate with a high rank in their class.

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The order which passed the Board last Spring, authorizing arrangements to be made in the Mason-street School-house for the accommodation of those who wished to remain a fourth year in the school, has been faithfully executed. Seventeen pupils of the class graduating in July remain at the school, and with the aid of the excellent laboratory that has been preparing, are receiving additional instruction in analytical and practical Chemistry, also in the German language, in descriptive Geometry, in mechanical and free-hand Drawing, etc.

This ample provision for a valuable fourth year at the school, with the additional instruction in Mineralogy and Botany, and the thorough course in English Literature introduced into the three years' term, give more breadth and fulness to the education offered, and to be obtained at the English High School, while the constant and large increase in its number of pupils is conclusive evidence that it is meeting the wants of a large class of our fellow-citizens.

The great need of the school is a new edifice for its own exclusive use, ample enough to bring it altogether under one roof, and place it all under the easy and immediate supervision of the Head Master. It is hoped that its need and claims in this respect will be speedily regarded by those having authority in the matter.

Respectfully submitted for the Committee.

S. K. LOTHROP,
Chairman.

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CATALOGUE OF THE TEACHERS AND PUPILS OF THE ENGLISH HIGH SCHOOL, SEPTEMBER, 1871.

HEAD-MASTER.

CHARLES M. CUMSTON.

MASTERS.

LUTHER W. ANDERSON.
MOSES WOOLSON.
GEORGE H. HOWISON.
ROBERT EDWARD BABSON.
LOUIS HALL GRANDGENT.

SUB-MASTERS.

ALBERT HALE.
NATHAN ELLIOT WILLIS.
CHARLES BRADFORD TRAVIS.
JOHN P. BROWN.
CHARLES JAIRUS LINCOLN.
ALONZO G. WHITMAN.
CHARLES HENRY CUMSTON.
JOHN OSCAR NORRIS.
LUCIUS HENRY BUCKINGHAM.
JOS. WORDSWORTH KEENE.
LE ROY Z. COLLINS.

TEACHER OF FRENCH.

NICOLAS FRANCOIS DRACOPOLIS.

TEACHER OF DRAWING.

HENRY HITCHINGS.

TEACHER OF MILITARY DRILL.

LIEUT.-COL. HOBART MOORE.

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PUPILS.

ADVANCED CLASS.

Briggs, William Clarence
Demond, George Albert
Dorr, Edgar Sutton
Eaton, William Storer, Jr.
Ellis, Charles Adams
Emerson, Nathaniel Waldo
Goodale, Charles Warren
Gorman, William Henry
Mozart, William Jacob
Nightingale, Frank Herbert
Pinkham, Ellis Guild
Powers, James Frederic
Quimby, Ralph Allen
Stebbins, George Francis
Sturgis, Robert Shaw
Tower, Augustus Clifford
Wright, Walter

FIRST CLASS.

Arnold, Charles Henry
Austin, Thomas Henry
Austin, William Downes
Bailey, George Cook
Baker, Jesse Young
Bellamy, Benjamin
Bicknell, Frank Martin
Bowman, Benjamin
Boyden, Samuel Swett
Boyle, Patrick Francis
Brackett, Frederick Harrison
Brewster, Henry Milton
Brigham, Oliver Smith Chapman
Brown, Charles Dutton
Brown, George Henry
Brown, John Aloysious
Buss, Edward Augustus
Callahan, Edward Joseph
Carr, John Francis Henry
Carter, George Nelson
Chapman, Herbert Buchanan
Chick, Albert Brackett
Cobb, Webster
Colby, Joseph Otis
Conroy, Thomas James
Cook, Edgar Alfonso
Coughlin, Charles Henry
Covill, William James
Crooker, Ralph, 3d
Currier, George Warren
Deland, Lorin Fuller
Doherty, Cornelius Frederick
Donahoe, Charles William
Fenderson, Lory Bacon
Fowle, George Edwin, Jr.
French, Abram De Grauw
Gassett, Walter
Harding, David Baker
Harrington, Peter James
Hayford, George Warren
Hendrie, Charles James
Herlihy, Cornelius Francis
Hickey, Eugene Daniel
Hill, Joseph Mansfield
Holland, John Bernard
Hovey, Edward Clarence
Hunt, Ellery Wellington
James, Edwin Irving
Jarvis, John Bradbury
Jenney, Walter
Kelley, Stephen James
Kellock, James Bryden
Laforme, Joseph Louis
Lavery, George Louis
Lavery, John Joseph
Leighton, Frank Herbert
Leland, Joseph Daniels, Jr.
Levi, George Adams
Lewis, Harry Ashmeade
Maguire, Thomas Ambrose
Marten, Hubbard Davis
McAlevy, Sylvester Ambrose
Mills, Isaac Bonney, Jr.
Murphy, Edward Peter
Neilson, James Cunningham
Nichols, Walter Franklin
Noll, William
Parks, Fred. Thaxter
Patten, Henry Griswold

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Pigott, Thomas Edmond
Pitman, Charles Augustus
Priest, Walter Ashley
Ramsay, Charles Hallett
Rich, Frank Allen
Richardson, Thomas Franklin
Ricker, George Fabyan
Riley, Thomas Charles
Russ, Frank Eaton
Sampson, Charles Edward
Sampson, Edward Nason
Schlimper, Chas. Frederick Wm.
Schwarz, Theodore Edward
Scollard, John Joseph
Slattery, Lawrence William
Smith, Morill Aspinwall
Spear, Samuel Judson
Stevenson, Frank Lindsey
Stinson, Wilber Henshaw
Stone, Clarence Eastman
Sussman, Julius Herman
Thaxter, Henry Dexter
Thurston, Caleb Adams
Townsend, Walter Davis
Underwood, Charles James, Jr.
Underwood, George Frank
Van Nostrand, Alonzo Gifford
Ward, Charles Henry Appleton
Wardner, Torry Everett
Watson, Charles Herbert
Wier, Frederic Louis
West, Walter Edwin
White, Charles Huntington
Williams, Ward
Witherell, Frank Davis
Woodman, Arthur Lee
Wright, Walstein Fuller
Zerrahn, Carl Gustave

SECOND CLASS.

Abell, Edmund
Adams, Charles Jesse
Almy, Henry Niles
Anderson, Luther Stetson
Armstrong, George Ernest
Babcock, John Brazer, Jr.
Babcock, Wilber Chester
Baker, Charles Morrill
Baldwin, Harry Heath
Barker, Samuel Knox
Barron, Clarence Walker
Barry, Thomas Jackson
Bartlett, Charles Augustus
Bartley, William Henry
Beeching, George Washington
Beeching, William Henry
Bencker, William Peter
Berry, Rufus Lecompte
Bodwell, Charles Thomas
Bonn, Evelyn Louis Menie
Bradford, William Burroughs
Brewer, Frank Crocker
Brown, Charles Rogers
Brown, Frederic Walter
Brown, George Frank
Brown, Samuel Edward, Jr.
Bryant, Cushing Mitchell
Burns, John Franklin
Burrows, Charles Warren
Cahill, Edward
Calkins, Frederic Walter
Carter, Clarence Howard
Casco, William Henry Appleton
Cass, Louis Baxter
Caton, William Jordan
Church, Clifton
Clapp, John Bouvé
Clark, John Henry
Clark, Oliver Tremaine
Cobb, Albert Winslow
Coleman, James Clarence
Connery John Francis
Copeland, Charles Gilman
Cushing, Livingston
Daley, Charles Dennis
Daly, James Washington H.
Davis, George Herbert
Dodd, Arthur Hooper
Dolbeare, Charles Mitchell
Drew. Charles Fuller
Duncan Charles Isaac
Edwards, Charles Robbins
Eldridge, Foxhall Parker
Emerson, Henry Lawrence

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Estabrook, Charles Eugene
Everett, Charles
Farrar, Granville Robinson
Faxon, Edward Pope
Fenno, Henry
Fishel, Jacob Louis
Flynn, George Wm. Franklin
Flynn, William Patrick
French, Wilfred August
Gallagher, George Henry
Gilson, Alfred Henry
Gleason, Frederick Amasa
Glover, Seymour Stayner
Goodale, Henry Delano
Gookin. Harry Monroe
Gorman, Charles Frederic
Gourley, John, Jr.
Gowen, Caleb Emery
Graves, Edward Milton
Gray, Allen Frank
Greene, Frank Eugene
Griffin, Daniel John
Hawes, Edward Hall
Hebard, Frederic Congdon
Hews, Joseph Richard
Hilliard, Richard Walter
Hodges, Frank Appleton
Hoffert, Joseph Jacob
Holbrook, William Francis
Hunneman, George Hews
Hunting, George Stanley
James, Frank Everett
Jordan, George Edwin
Keenan, Thomas Henry
King, Charles
Kirmes, Victor Christopher
Knight, Levi Hamlin
Knights, Francis Hiram
Langell, Everard Irwin
Levi, Louis
Lincoln, David Pratt
Lincoln, Frederic Walker, Jr.
Locke, John
Loring, Harry Parkman
Lovis, Andrew Morgan
Lynch, John Bernard
Manson, Frederick Tower
Marshall, Melville Tilden
Mather, William Herbert
McAloon, Antoine Aloysius
McCool, Robert John
McDonald, Frederic Alexander
McGail, James
McGill, James Francis
McGrath, John Henry
McKenna, Frank Charles
McKenny, Charles Francis
McLaughlin, Patrick Francis
McNeil, John Balkam
Milton, Albert Gookin
Morey, Warren Woodbury
Moriarty, Edward Joseph
Morris, John Joseph
Mulchinock, John Dennis
Murphy, John Charles
Noble, Frank Charlton
O'Reilly, John James
Palmer, Benjamin Sanborn
Parsons, Edward Jenness
Peabody, Frank Everett
Perkins, Seth, Jr.
Pierce, Eugene David
Pierce, Lubin Elmer
Porter, Lewis Bates
Porter, John Allison
Prentiss, Frederic Herbert
Preston, Thomas Webb
Priest, William Francis
Prince, George Thomas
Raymond, Frank Freeborn
Read, Arthur Harold
Reddy, Robert Franklin
Richardson, Charles Edward
Ripley, Edward Franklin
Robbins, Eugene Thomas
Robinson, Arthur Burton
Roskell, George James
Roulston, Thomas William
Safford, George Howard
Sargent, Charles William
Sargent, Richard Turner
Saunders, Frank Dexter

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Scannell, Ambrose
Sears, Albert Russell
Shaw, Walter Henry
Shea, Daniel Joseph
Simonds, Frank Phinney
Smith, George Henry
Spicer, Vibe Clay
Stephenson, Walter Bryant
Somes, Charles Frank
Stewart, Charles Edwin
Stimpson, Theodore Fiske
Sullivan, Eugene Francis
Sullivan, Louis Henry
Sullivan, Michael John
Summerfield, Edward
Sutherland, Arthur Charles
Talbot, Edward Lowell
Taylor George Albert
Toppan, Frank Windship
Tufts, Harry Payne
Turner, Frederic William, Jr.
Underwood, Arthur Roswell
Upham, Harry Thomas
Wadleigh, George Frederic
Warner, Albert Eri
Warner, Frank Upton
Watson, John Henry
Webb, Henry Edgecombe
Whalen, Stephen Francis
Whealen, Thomas Francis
Wheeler, Albert James
Wheeler, Frederic Loring
Whitmarsh, Charles Alfred
Willard Charles Sumner
Willis, Charles Orsmer
Witherell, Julian Franklin
Wyman, Horace Adelbert
Young, Charles Harvey

THIRD CLASS.

Adams, Henry
Alger, William E.
Allen, George Ellis
Andrew, Jerome Allen
Babcock, Frank Marcellus
Bachelder, Frank Albert
Bacon, Walter Marshal
Bailey, Frank
Bailey, Parker Nell
Beale, William McArthur
Bellamy, John
Bennett, Everett True
Blakeney, Joseph Aloysius
Blodgett, Charles William
Blodgett, William Ashley
Bornstein, Mayer Louis
Bowles, Henry Byron Means
Boyd, James R.
Boynton, George Wesley Berret
Brown, Alfred Winsor
Brown, Charles Gleason
Brown, William Francis
Buckner, Milton Gage
Burke, Richard
Burrel, Herbert Leslie
Cadagan, James
Campbell, John Richard
Carlisle, Herbert
Cassidy, Joseph Gregory Aloysius
Chandler, Oscar
Chase, William Parker
Clarke, Eugene Harmon
Cobb, Charles Hiram
Coleman, John Bernard
Conant, George Bancroft
Converse, Henry Tucker
Cosgrave, William Thomas
Cotton, Albert Ellery
Cowin, Nelson Francis
Creed, Michael James
Crosbie, Robert Franklin
Crosby, Edward Harry
Croston, William Henry
Cunningham, John Thomas
Cutler, Charles Hastings
Dailey, Patrick Joseph
Dalton, Rufus Hinckley
Damon, Herbert
Davis, Charles
Davis, George Edward
Deming, Lawrence

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Denton, Charles H.
Devine, Timothy Aloysius
Dexter, Charles Henry
Donald, David Peter
Dooley, William Thomas
Drew, Walter Greenwood
Drowne, Frederic Haskell
Dugan, Walter Hovey
Duran, John
Dykes, Alfred, Jr.
Ellis, Edward Jarvis
Emmons, James Nathaniel
Fabyan, John
Farnsworth, Edward Miller, Jr.
Farrel, John Bickford
Farren, Thomas George
Fillebrown, Clarence Reynolds
Fitzpatrick, James
Flaherty, John
Flanders, Albert Lewis
Foley, Peter
Folsom, George Edwin
Foltz, Herbert
Foss, Charles Fred
Foster, Henry Winslow
Frame, John Franklin
Freedman, Louis Henry
Frost, James Piper
Frye, Frank Henry
Fuller, George Samuel Taylor
Gallivan, Timothy Aloysius
Galvin, John Edward
Gardner, Edward Everett
Gay, Eben
Geary, James Richard
Gibbs, John Henry
Glover, Nathan Holbrook
Goodwin, Frank
Goodwin, George Albert
Gorman, Timothy Francis
Grover, Frank Martin
Guild, Chester, Jr.
Guinzbury, Henry
Haley, Robert John
Hall, Edwin F.
Hall, Henry Augustus
Ham, William John
Harrigan, Joseph Francis
Harrigan, Timothy Francis
Hartshorn, Eugene Francis
Hawthorne, Robert Storer
Hayden, Rollin T.
Hayes, James Bernard
Hennessey, John Luke
Heyer, Frank Aloysius
Heyer, William Lawrence
Hill, Walter Bryant
Hobbs, Frederic Walden
Hodgkins, John Franklin
Holland, Charles Fletcher
Holman, Frank Chapin
Hubbard, Eliot
Jennings, Charles Edwin
Johnson, Charles Sanford
Johnson, Henry Augustus
Jones, Daniel Covel
Kelley, Arthur Freeman
Kelliher, John Dennis
Kingman, Abner
Kingsbury, Edward Reynolds
Kingsbury, Henshaw George
Knowles, Arthur Jacob
Lapham, William Robert
Leach, Henry Lowell, Jr.
Leavitt, William Sanborn
Lincoln, Leon Girard
Lobridge, Peter H.
Lodge, John Thomas
Lunt, Albert Francis
Lynch, George Joseph
Magoon, John Martin
Mansfield, Frederick Henry
Maxwell, Edward Richard
May, George Alden
McCarthy, Eugene Joseph
McCarthy, Thomas Joseph
McCrillis, J. Walter
McManus, William J.
Means, Arthur Frederic
Mehegan, Robert Joseph
Miller, Frank Lloyd
Miller, Louis John

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Misochi, Jacob Joseph
Mitchell, Edward Courtland, Jr.
Morrison, Philip
Morse, William Frederic
Morse, William Sterne
Munsell, Albert Henry
Murphy, Charles Edwin
Murphy, James Ambrose
Murphy, Louis Arthur
Murphy, William Jeremiah
Murray, George Francis Henry
Nagle, James Aloysius
Neilson, William Amasa
Newcomb, Edward Herbert
Nickerson, Archibald Stewart
Nickerson, Stephen Westcott
Nickerson, Thomas White, Jr.
O'Brien, Michael Henry
O'Connor, John Bernard
O'Neill, Thomas Augustin
Osgood, Edward Augustus
Page, Frank Amos
Palmer, Charles Richard
Palmer, John Benjamin
Palmer, William Dudley
Parker, Charles Albert
Patten, Arthur Clifford
Paul, Charles Frederic
Phelps, William Sewall, Jr.
Phillips, Thomas Francis
Pickering, William Henry
Pierce, Arthur Jackson
Pierce, George Alfred
Pomeroy, Joseph Louis
Pond, William Whiting
Pope, Benjamin, Jr.
Pope, Edwin Herbert
Porter, Harry Gardner
Porter, John Ilsley
Powell, Frank Giles
Power, Walter Avernel
Prendergast, Daniel Leroy
Quinn, Daniel Joseph
Reynolds, Wm. Manley Saunders
Rhodes, Albert Whitney
Rice, George Aloisius
Rich, Francis Henry
Ricker, Hazen Everett
Ripley, Fred Walker
Roberts, Thomas Henry
Ross, James F. W.
Roundy, Franklin Fletcher
Russell, Duncan
Sanders, Joseph Warren
Seaverns, Alexander Henry
Seavey, Millard Clifton
Sheean, James Martin
Shepard, John, Jr.
Shoninger, Henry
Skillings, Julius Palmer
Smith, Charles Glidden
Smith, Charles Henry
Smith, Perry Fifield
Snelling, Washington, Jr.
Spear, Henry Thomas, Jr.
Spitz, Asraham Peter
Spofford, John Edward
Stanwood, Eben Caldwell
Stearns, Frank Fisher
Stoehr, Charles August
Stone, Mark
Stott, James David
Sullivan, Jeremiah James
Tarbox, Charles Rudolph
Thompson, James Henry
Tierney, William Joseph
Toppan, Francis Herbert
Towle, Charles Frank
Towle, Joseph Frederic
Wadman, Charles Franklin
Walbridge, Percy Edgar
Walker, Guy Carleton
Wallingford, Ernest Emerick
Wallis, Levi William
Ward, Arthur S.
Warren, George Washington, Jr.
Watkins, Walter Kendall
Werdworth, Stephen Fred
Whidden, Bradlee
Whidden, Eugene Lincoln
Whitney, Henry Alonzo
Whitten, Charles Nelson

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Wigley, William
Wilber, George Walter
Wiley, Jesse Sumner
Williams, Tilton Armstrong
Williams, Edward Eaton
Williams, Frank Jones
Williams, John Emanuel
Winchel, Joseph Elias
Wolf, Marcus
Wolfe, Julius
Woods, Frank Forrest

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Wymond, Gregor Gill
Zerrahn, Frank Edward

SUMMARY.

Advanced Class . . .	17
First Class	107
Second Class . . .	184
Third Class	248
Total	556

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GIRLS' HIGH AND NORMAL SCHOOL.

THE school year of 1870 and '71 has been an important one in the history of this school.

From its dark, crowded, unhealthy quarters in Mason street it was transferred to the spacious, well-lighted and well-ventilated building it now occupies. The school organized Oct. 3d, and on account of unavoidable delays in completing so large a structure, the dedication of the house was postponed until April 19th, 1871. With largely increased numbers, and greatly multiplied facilities for profitable instruction in the various branches taught in the school, we feel assured that it has entered upon a new era of progress and usefulness. The laboratory was not ready for use until the first week in January, and accordingly the class in Chemistry, having completed the time allotted to that study, had but little practical work in that department. A portion of the time allotted to Mineralogy was given to Chemistry, to acquaint the class with laboratory work, and thus both of these studies failed to receive the attention now given them. The present class (about 270) perform experiments under the eye of the special teacher of Chemistry and their regular teachers twice a week, and will do so for sixteen weeks, thereby gaining not only a knowledge of the elements

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and their more useful compounds, together with the nomenclature of the science, enabling them to read it with more or less pleasure, but also by the success and failure of their experiments (for here a failure teaches more than a careless success), they receive an education in patience, watchfulness, and exercise of forethought, that will prove invaluable to them through life, in the discharge of domestic, social, or professional duties. In view of the great labor required to teach Chemistry, Mineralogy and Physics, the physical exhaustion attendant thereon, and to relieve the head master from the care and responsibility of the vast amount of work to be done in the laboratory, there seems to be an imperative necessity for the appointment of a teacher in this school, who is thoroughly competent to teach Chemistry and the natural sciences.* In addition to giving instruction in the most difficult branches, and to the general supervision of the school in all its departments, the head master has found time to project and initiate, with the approval of the Committee of this school, the formation of illustrative cabinets in Mineralogy, Botany, Zoölogy and Geology, upon a broad and liberal scale commensurate with the demands of modern culture, the high purposes of the school, the economy and liberality of the city. In Botany the herbarium has assumed such proportions as to require a separate room with cases, press and tables, to be used as a botanical laboratory. Special thanks are due to Mr. William Edwards, of South Natick, for several valuable con-

* Miss Bessie J. Capen has been appointed to the position since the above was written.

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tributions to this department. We are also indebted to Prof. Gray and others for interest manifested in its complete success. It is intended to make it second to none. Miss Katharine Knapp has the immediate charge of this department, and is justly entitled by zeal and knowledge to the appointment of special teacher of Botany and Latin with increase of salary. The use of the microscope in the analysis of several hundred plants is a valuable education of itself, aside from the scientific and æsthetic culture this branch gives the pupil. In this as in the other departments of natural science ample time is given to observation and analysis, to learning the methods of investigation therein, as well as the general laws established and important special results obtained.

In Zoölogy Prof. Agassiz has kindly promised to furnish a type collection of the animal kingdom which shall be unsurpassed in fulness for educational purposes, and be free of expense to the city, except for cases and other means of preserving the specimens. This invaluable collection is to be put, in cases already making, in the spacious corridors of the second story, and properly labelled, that in their moments of recreation even the pupils may be surrounded by and impressed with the very objects to which the text-books direct their thoughts, and be inspired, too, with the best thought of the great naturalist.

During the year Mr. Charles C. Perkins gave several interesting and instructive lectures upon art to the whole school.

Prof. Eichberg also gave the pupils several clas-

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sical musical entertainments, of great educational value.

The public literary exercises once a month show great interest and marked progress in the literature of the English and other languages studied in the school, and besides their special value contribute largely to general culture and refinement of taste. Many pupils would be glad to remain a fourth year and pursue a higher course of studies than the prescribed three years' course gives them, and with such appliances for instruction as this school will afford, unsurpassed in number and importance, with so comprehensive a plan of study, so energetically and successfully accomplished in the details by the present corps of teachers, the wisdom of providing for a fourth year cannot be questioned. German, Latin and Book-keeping are now the only elective studies. Might not pupils showing fondness and special ability for any one of the studies of the course be allowed to elect *such* study for further pursuit, in addition to completing the prescribed course? No opportunity for higher attainment need then be wanting.

It ought to be a matter of congratulation to all interested in the progress of this school, that notwithstanding the full programme is so carefully carried out in its minutest details, the health of the pupils is held of the first consequence, your committee believing that no education, however perfect and broad, can compensate for loss of health in gaining such an education. This spirit prevails in the different departments; physical exercise, ventilation, and general care

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of health and means of preserving it, are to take precedence of all other work.

It is a maxim often repeated in the Normal class, that the health of their pupils is their first care; and to teach them how to take care of it themselves, their first duty.

TRAINING DEPARTMENT.

The Training School has been removed from Somerset street to the new building on West Newton street, where the Normal class can be accommodated, and a model school of the six Primary grades and a room for an illustrative Grammar School have been provided for in the plan of the building. The class under the immediate supervision of Miss Stickney numbered forty-five, of whom fourteen graduated. The delays in forming a Primary class in this district greatly impeded the progress of the school. In Somerset street pupils were admitted from all convenient sections of the city, and no complaints were made against the model school.

It is difficult to understand why an illustrative school cannot exist in one quarter of the city as well as in another, and as a model school is the necessary accompaniment of the normal element, and a practising school completes the idea of a Normal School, fully organized, it is difficult to see where such illustrative school can be more conveniently and economically established than in the building on West Newton street. It was planned with especial reference to the formation of Primary and Grammar classes for the benefit of the Normal class. That the organiza-

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tion of the Normal Department may be complete in its greatest usefulness, it will be necessary for the Board to provide for the formation of such model schools. At present the course of the school contemplates a separate, thorough High School education, as the best foundation for an accomplished teacher. Then a fourth year supplementing that course, with two or three higher branches, including Mental Philosophy and Logic, together with a review of the studies taught in all our schools and methods of instruction, general management of school, observation and practice under the eye of a competent critic, with discussion upon school topics.

Last year the class received instruction in part from the head master, and several of the teachers in their special departments, in addition to the able instruction and supervision of Miss Stickney and Miss Stetson; Prof. Munroe, Prof. Mason and Prof. Bartholomew also aiding in their several branches.

There are thirty teachers connected with the High and Normal School; — having each a special branch to teach, for which there is supposed to exist an individual preference, by natural ability or special taste. The classes are so organized that these teachers have ample time to instruct the Normal class in reviewing their particular branches, with reference to gaining knowledge therein and the best methods of teaching the same. With such an array of teaching force, and such appliances, of laboratory, scientific apparatus, illustrative cabinets of the natural sciences, and all under the inspiration of an entire system of education, can it be imagined that the city needs a

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separate Normal School, or that a separate school could be so furnished forth, with all the surroundings for a broad and liberal culture and special training for teachers? The best teaching is Normal teaching. We pay the best salaries for the High School teachers, and secure the best teaching for the salary paid, and after having received a separate three or four years' course in the High School under the ablest instruction, those wishing to teach can take a fourth or fifth year under teachers particularly skilled in the branches they teach, and also give particular attention to the theory and practice of teaching, under the ablest supervision. It is also to be noticed that teachers thus preparing to give a few lessons, from ten to twenty-five, in the special branches, to the Normal class, thereby become more valuable teachers in the High School department, raising the standard of excellence of the whole school.

Were no obstructions thrown in the way of perfecting the present organization, it would seem that nothing would be wanting to realize the idea of the normal element of education.

We have fifty or a hundred applicants to each vacancy now, plainly showing that it is not *quantity*, but QUALITY of teachers that is needed. By the present plan, a higher education is obtained, more observation and more practice. Pupils would be more likely to remain a fourth year under the same influences to complete their education as teachers were the Normal course to supplement their High School course and were they assured, if successful, of obtaining a situation in our schools. It is very desirable

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that the present plan be cordially supported by the Board, or else an entire and immediate separation be made. Economy and efficiency are both secured in the highest degree possible by the present plan. The tendency of a separate school would be to make a short road to the profession of teacher for those who think teaching a pleasant, profitable, and, for many reasons, a desirable way of avoiding other equally honorable labor, giving them a better position in society. Others, thinking all work should be avoided, would like to graduate at a High School, where those whose circumstances and capacity lead them to become teachers may not be educated at the same institution. A school for the people and supported by the people should favor neither class, but provide the best advantages equally for all. This is done by the present proposed organization.

"REPORT OF TRAINING DEPARTMENT.

"The number in the class at the beginning of the year was forty-four (44), *one* was added in January, making the total number forty-five (45). Of these, eleven left before the expiration of the first four months, and eighteen more before the end of the year, leaving sixteen to complete the school course. Of these, *fourteen* merited recommendation as teachers. Seven were graduates from the other departments, and received the Diploma for the High and Training School and seven (two non-residents, two who did not complete the senior course, and three educated elsewhere) took written statements as heretofore. Of

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those who left before the end of the year, *seven* did so to engage temporarily or permanently in teaching.

"The occasions of loss besides these were somewhat varied, but most could be reduced to a disappointment in the practical value of the work.

"The reasons for this were in part the delay in establishing the school for practice and observation; the few facilities for getting practical work, and the failure to maintain rank in Mental Philosophy and Logic, the former reasons cutting off some of the best and the latter many of the inferior scholars.

"The Practice School was not gathered until November, and was not organized till January. The numbers gradually rose from six to fifty-seven in the six Primary grades. Miss B. W. Hintz was transferred in January from the Lincoln District to the principalship of the School for Practice.

"From that time the course was pursued with vigor, and notwithstanding many minor difficulties the success was all that could be expected and the feeling of disappointment sensibly diminished.

"The new programme gives two hours to High School work and the review of some Grammar School studies, leaving but the three hours of fifty minutes each (two and one half complete hours) to all distinctively normal training. This divided among Practice, Methods of Teaching in all Primary Subjects, including Principles, Theories and Methods of Education, Object Lessons in all departments of Natural Science, School Discipline, Drawing, Music, and Physical Training, gives opportunity for only superficial training in any. While I value all

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that is added or proposed for addition, I feel compelled to speak of the work of the year as in this respect unsatisfactory.

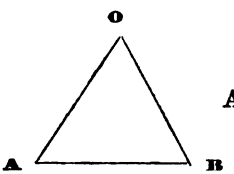
"J. H. STICKNEY,
"*Sup't of Training Class.*"

SENIOR CLASS.

TRIGONOMETRY EXAMINATION, 1871.

I. Required the altitude of an inaccessible object above a horizontal plane, the angles of elevation of the object from two points of the plane 975 yards apart, and situated in the same vertical plane with the object, being 15° 36′ and 27° 29′.

II. Required the horizontal distance of an inaccessible object, the following measurements being given: —



A B = 600; A 57° 35′; B 64° 51′.

III. Represent by a figure, all the functions of an arc of 130°.

IV. Define logarithms. What is the complement of a logarithm?

V. Prove that in any plane triangle, the sum of any two sides is to their difference as the tangent of half the sum of the opposite angles is to the tangent of half their difference.

PHILOSOPHY EXAMINATION.

I. Define Specific Gravity. Tell how it is found for solids whose specific gravity is greater than unity.

II. State the laws of the pendulum.

III. Describe the Hydrostatic Press, and give its law.

IV. What is the difference in construction between the condensing and exhausting pumps?

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V. The flash of a cannon is seen five seconds before the report is heard; how far off is it?

VI. Define Heat.

VII. Define Conduction, Convection, and Radiation.

VIII. Define Latent Heat — Sensible Heat.

IX. Name law or laws common to heat and light.

X. Name the different kinds of mirrors, and illustrate the images formed by a concave mirror, the object occupying different positions on the principal axis.

XI. Name the principal lenses and give their forms.

XII. Name the principal laws of electricity.

XIII. Distinguish between Frictional and Galvanic electricity.

XIV. Distinguish between a battery of intensity and one of quantity.

XV. Upon what fact does the efficiency of the electric telegraph depend?

HISTORY EXAMINATION.

I. What were the most noted cities of antiquity. What was their most important colony? What were their chief sources of wealth?

II. What was the Ostracism? Why was it established? What distinguished men were banished by it?

III. What caused the political disunion of the Greeks, and what gave them unity?

IV. What were the chief concessions made by the Romans for the benefit of the plebeians?

V. Give briefly the important events of the fourth century after Christ.

VI. Mention some of the immediate and remote effects of the events of the reign of John of England.

VII. Mention the principal writers in the reign of Henry VIII., and for what they were noted.

VIII. Give the causes of the downfall of the Stuarts.

IX. State the influence which Cromwell had on the English nation.

X. What is the present form of the English government?

XI. Name one of the Salic laws.

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XII. Give a brief account of the reign of Henry IV. of France.

XIII. State the chief causes of the French revolution.

XIV. Give briefly the history of France during the time of Napoleon I.

XV. What is the present condition of France, May 23, 1871?

ASTRONOMY EXAMINATION.

I. What are secondary planets? Mention one.

II. Define Declination, Longitude, and Meridian.

III. The sidereal period of Venus is 224 days; find the synodic.

IV. How many degrees wide is the circle of perpetual apparition for any place?

V. Why are solar days longer than sidereal?

VI. Draw and explain a diagram illustrating the motions of the inferior planets.

VII. If the meridian altitude of a star in New York is 30°, what is its declination?

VIII. Why is twilight longer in the higher latitudes?

IX. What is a lunar eclipse? A solar?

X. Why must there be at least two eclipses in a year?

GEOLOGY EXAMINATION.

I. Name the agencies which produce geological changes.

II. Give the proofs of the internal heat of the earth.

III. Define rock, and distinguish between stratified and unstratified rocks.

IV. Define out-crop — fault — unconformable — as used in Geology.

V. From what were the materials of the earliest stratified rocks obtained?

VI. Define each of the three kinds of rocks, and give an example of each.

VII. Give the composition of granite.

VIII. Define fossil. State the value of these to the geologist.

IX. Name the series of fossiliferous rocks, beginning with the lowest, and the fossils which characterize each.

X. What is drift? What is its extent?

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FRENCH.

I. Translate into idiomatic French: —

(1.) We should make allowance.

(2.) What is your opinion?

(3.) Hush! here she is!

(4.) What's the news?

(5.) What's to be done?

II. Translate, "*Lady Sneerwell.* Nay, now you are severe; for I dare swear the truth of the matter is, Maria heard you were here. But, my dear, what has Sir Benjamin done, that you should avoid him so?"

"*Maria.* Oh, he has done nothing; but 'tis for what he has said; his conversation is a perpetual libel on all his acquaintance."

III. Translate: —

(1.) This lesson is to be written.

(2.) You must study much if you wish to learn.

(3.) I have just written a letter.

(4.) Come and see me to-morrow.

IV. Mrs. S—— presents her compliments to Miss B——, and will be at home Thursday evening at eight o'clock.
Dated July 6, 1871.

V. Present subjunctive of Pouvoir and Faire.

VI. Correct: —

(1.) Il me faut d'aller dans la campagne.

(2.) Il est facile pour moi à faire ce chose.

VII. Translate: "Nay, egad, it's true; I back him at a rebus or at a charade against the best rhymer in the kingdom. Has your ladyship heard the epigram he wrote, last week, on Lady Frizzle's feather catching fire? Do, Benjamin, repeat it, or the charade you made, last night, extempore, at Mrs. Trowzil's conversazione. Come, now: your first is the name of a fish, your second a great naval commander, and —"

VIII. Translate: *Alceste* (*se levant brusquement*).

Moi, votre ami! rayez cela de vos papiers.
J'ai fait jusques-ici profession de l'être;
Mais, après ce qu'en vous je viens de voir paraître,
Je vous déclare ne que je ne le suis plus,
Et ne veux nulle place en des cœurs corrumpus.

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IX. Translate: "Les voilà partis; tant mieux! . . .
Je n'ai de bonheur que quand je suis seul." . . .

"Quelle triste condition! vivre ainsi chez les autres, et comme par charité, c'est vraiment insupportable quand on a du cœur; encore, si M. Dumolard, en m'élevant avec son fils, m'avait mis sur le même pied que lui. . . . Il le dit bien, mais ce sont de belles paroles."

X. Pronunciation.

GERMAN.

I. Translate into English: —

"Sie hielten, sie saszen ab, Pfähle wurden eingeschlagen, um die Pferde zu befestigen, eine Geschäftigkeit begann fur Mann und Ross. Ich konnte nicht alles verfolgen, denn schon war es dunkel geworden, und mehr in meiner Nähe zogen noch andere Dinge meine Aufmerksamkeit auf sich. Die Soldaten, die sich durch das Holz zertreut hatten, kamen mit Reisigbündeln, die sie auf dem Platze zuzammentrugen, den die andern mit Steinen umgränzt hatten."

II. State, of each pronoun in these lines, the class and case.

III. Give the whole declension of *Pfähle*, *Mann* and *Soldaten*.

IV. Give the principal parts of all the strong and irregular verbs occurring in the given text.

V. State the first person, singular indicative of all tenses of the verb from which *hielten* is taken, in the passive voice.

VI. Decline the pronoun which is translated by *my*.

VII. What is the normal order of words in a dependent sentence?

VIII. Take a sentence from the text as illustration to VII.

IX. State the co-ordinative conjunctions found in the text.

X. Translate into German: —

The man sat on his horse.

There were no stones carried to the place.

When he had fastened your horse, he came to me.

I scattered the wood which was in the bundle.

LATIN.

I. Give an outline of the selection you have read from Ovid.

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II. Translate the following passages, and parse the words in italics: —

"Si potes hic saltem monitis parere parentis,
Parce, puer, *stimulis;* et fortius utere *loris.*"

III. "Hic situs est Phaethon, curtus auriga paterni:
Quem sinon tenuit, magnis tamen excidit *ausis.*"

IV. Give a brief sketch of the life and works of Virgil.

V. Translate the following selections: —

"Pastor Aristæus, fugiens Peneia Tempe,
Amissis, ut fama, apibus morboque fameque.
Tristis ad extremi sacrum caput adstitit amnis,
Multa querens, atque hac affatus voce parentem:"

VI. "Jamque pedem referens casus evaserat omnes,
Redditaque Eurydice superas veniebat ad auras,
Cum subita incautum dementia cepit amantem,
Ignoscenda quidem, scirent si ignoscere Manes."

VII. "Quid faceret? quò se rapta bis conjuge ferret?
Quo fletu Manes, qua Numina voce moveret?
Septem illum totos perhibent ex ordine menses
Flevisse."

Explain the use of the moods in the above.

VIII. Mention some of the most common uses of the subjunctive mood.

IX. Translate the following into Latin: —

"Philomela moans all night and sitting on a bough, repeats her mournful song and fills the place with her sad lamentations."

X. Scan the lines given in Question III.

MIDDLE CLASS.

LITERATURE.

I. Give the names of the nine muses. Which presided over Epic Poetry? Dancing? Astronomy?

II. Who is the author of each of the following quotations?

"Thy soul was like a star and dwelt apart."

"The almighty dollar."

"Then none was for a party."

"Through the still lapse of ages."

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"Their palaces were houses not made with hands, their diadems crowns of glory which should never fade away."

"Fair as a star when only one is shining in the sky."

"The gay will laugh when thou art gone."

"My noon-day walks he shall attend,
And all my midnight hours defend."

"Hands that the rod of empire might have swayed."

"The paths of glory lead but to the grave."

III. Name a class of poetry and a kind of metre, and give an example of each.

IV. Quote lines from Bryant and from Wordsworth.

V. In what departments of literature does Macaulay excel? Make quotations to illustrate.

VI. Give your opinion of Wordsworth.

VII. Assign some reasons for the great popularity of Gray's Elegy.

VIII. Compare Addison and Irving.

IX. Explain the first stanza of Gray's Elegy.

X. Name four authors you have studied, and classify the selec tions read.

PHYSIOLOGY.

I. Name the circulatory organs.

II. Explain the reduction of food to chyme.

III. Where is the special seat of each of the five senses?

IV. Name the principal points of difference between veins and arteries.

V. Where is the larynx? liver? lungs?

VI. Name the most important kinds of joints, and give illustrations.

VII. Name the bones of the extremeties.

VIII. State some of the injurious effects of tight-dressing.

IX. Give the structure of the skin.

X. Give the position and extent of the spinal cord, and the number of spinal nerves.

ZOÖLOGY.

I. Name the great sub-divisions of the animal kingdom.

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II. Upon what differences are mammals and birds divided into orders?

III. Describe the anterior extremities of the Cheiroptera.

IV. Give the characteristics of the order Pachydermata, and name several animals of the order.

V. Define Plantigrada, — Digitigrada, — Amphibia, — Insectivora, — Cheiroptera. Give an example of each.

VI. Name the chief physical characteristics by which man is distinguished from lower animals.

VII. Speak of several characteristic points in the structure of the Carnivora.

VIII. Give the full zoölogical relations of the grizzly bear and dromedary, and the class and order of the seal, the emu, and the rhinoceros.

IX. Describe the digestive apparatus of the Ruminants.

X. Name several birds noted for plumage, and several noted for flight. State the order to which each belongs.

GEOMETRY.

I. Define a plane angle.

II. Prove that the sum of the angles of a triangle is equal to two right angles.

III. Define trapezoid, and give rule for finding the area.

IV. The angles at the base of an isosceles triangle equal 70° each; required the magnitude of the external angles formed by producing sides beyond the vertex.

V. Define ratio and proportion.

VI. Prove that the angle at the centre of a circle is twice that at the circumference subtended by the same arc.

VII. Define secant and tangent.

VIII. The area of a circle equals what? Proof.

IX. Find the diagonal of a square whose area equals that of a rectangle 16 inches by 25 inches.

X. Prove that the square on the hypothneuse equals the sum of the squares on the other two sides.

FRENCH.

I. Give the day of the week, day of the month, the year (in words), also time of day at the present moment.

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II. Translate: There is no bread, but we shall have good wine and apples enough.

III. Give first person sing. and plural, pres. indicative of appeler.
" second person plural, pres. indicative of faire.
" first person plural, compound of pres. indicative of aller.

IV. Give the feminine plural of following adjectives: doux, frais, attentif, nouveau, blanc; the plural of the following nouns: œil, bijou, ciseau, jeu.

V. My dear Mary: — I am going to Roxbury to-morrow. Will you accompany me?

Your friend,

LOUISE HARRIS.

VI. Boston, Monday, June 10, 1871.

Have you ripe pears? No, sir; the pears are not yet ripe, but we have ripe cherries; will you have some? Yes, give me some.

VII. Correct the errors in the following sentences: —

Voici des belle fleurs.

Je ne connais pas la femme à la mère dont vous avez écrit.

Elle a allé à France et sa frère a venu à Boston.

VIII. Give the pres. indic. of dire.
" " " subj. of finir.

Translate the following sentence: —

IX. "Le jour de cette fête étant venu, on voit arriver Léonard, portant un instrument tout à fait inconnu, qu'il avait inventé et confectionné lui-même. Cétait une espèce de lyre, ayant la forme d'un crâne de cheval. Chacun l'examina avec une curiosité qu'accompagnaient quelques furtifs sourires; mais quand, son tour venu, Léonard toucha de cet instrument, on ne rit plus."

X. Pronunciation.

LATIN.

Translate the following selections from the Æneid, and parse the words indicated in each: —

I. "Talia flammato secum dea corde volutans,
Nimborum in patriam, loca fœta furentibus *austris*,
Æoliam venit."

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II. "Ad quem tum Juno supplex his *vocibus* usa est:
Æole, (namque tibi divum pater atque hominum rex
Et mulcere dedit fluctus, et tollere vento,)
Gens inimica mihi Tyrrhenum navigat æquor."

III. "Vina, bonus quæ deinde cadis onerarat Acestes
Littore Trinacrio, dederatque abeuntibus heros,
Dividit."

IV. "Revocate animos, mæstumque timorem
Mittite; forsan et hæc olim *meminisse juvabit.*"

V. "Atque illum tales jactantem pectore curas
Tristior, et lacrymis *oculos* suffusa nitentes,
Alloquitur Venus."

VI. Give the principal parts of the following verbs: *volvit*, *frangitur*, *mittite*, *vivere*.

VII. Mention an English derivative from the third stem of each.

VIII. Explain and illustrate the use of the Ablative Absolute.

IX. Explain the construction of the Oratio Obliqua.

X. What case is required by the Latin idiom, for the words in italics, in the following sentence: —

She has a *sister*, a woman of great *beauty*, who has lived in *Rome* many *years*.

GERMAN.

I. Translate into English: —

"Der einsame Engel auf der Alpenspitze fand plötzlich sein Ohr von andern Lauten berührt. Es war ein leises tiefschmerzliches Weinen und Plätschern in nächster Nähe; und wie er aufstand und hinter die Klippe trat, von welcher der Ton herkam, da fand er in weisze Schleier gewickelt ein junges Quellchen bitterlich weinend am Boden liegen."

II. Give the third person sing. indic. in all tenses of the verb from which *kam* is taken.

III. Give the whole of the past indic. and subjunct. of the verb from which *trat* is taken.

IV. Give the principal parts of all the strong and irregular verbs found in the given text.

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V. Translate into German: The poor boy was ill. The good child was loved.

VI. Which adjectives appear in the text in the strong declension, and in what gender, number, and case?

VII. Which words of the text are governed by prepositions, and in what case is each of them found?

VIII. Translate into English: Ich habe die Schneegipfel der Urgebirge umspülen dürfen.

IX. When and how can the arrangement of a principal declarative sentence be inverted?

X. Translate into German: —

The little spring was found behind the cliff. A low tone touched the ear of the angel. He had stepped upon the Alpine peak. He wrapped the little spring in a white veil.

JUNIOR CLASS.

CHEMISTRY EXAMINATION.

I. Of what does Chemistry treat?

II. Define Chemical Affinity and Chemical Equivalent.

III. What is an acid? Name the acids you think most useful, and why?

IV. How is illuminating gas made, and what is it?

V. State the composition of H O; proportions — tests.

VI. State some of the chemical products from the ignition of a match.

VII. In what kind of kettles would you make pickles and preserves, and why?

VIII. What is Fermentation? Two principal stages? How can it be hastened, retarded, or checked?

IX. Give the chemistry of Soap; manufacture, and state why it cleanses?

X. Explain Bread-making.

MINERALOGY EXAMINATION.

I. What is a Mineral?

II. What is the difference between a Metal and a Mineral? What between a Mineral and a Plant?

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III. Classify the thirteen primary forms of minerals, giving the names and systems to which they belong.

IV. Describe fully any mineral with which you are acquainted.

V. Name all the minerals you can identify at sight.

RHETORIC EXAMINATION.

I. What do you mean by style, in composition?

II. What is a figure of speech?

III. Give a sentence in which light is used in its literal sense, and one in which it is used figuratively.

IV. What figure in the following: —

"Man, thou pendulum betwixt a smile and tear."

V. What figure in: —

"As are our hearts, our way is one."

VI. If you should hear Emerson's style described as epigrammatic, what idea would that term express to you?

VII. Express in a few words the difference between allegory and fable, and refer to an example of each.

VIII. What error in the use of figures in the following: —

"There is not a single view of human nature, which is not sufficient to extinguish the seeds of pride."

IX. State the difference between climax and anti-climax.

X. In Coleridge's Hymn to Mont Blanc, what figure or figures in the line: —

"Thou first and chief, sole sovran of the vale!"

XI. What is alliteration?

XII. What figure in the following: —

"There were fifty sail in the harbor"?

XIII. What figure in: —

"The pen is mightier than the sword"?

XIV. What do you mean by a verbose style? An ornate? A concise?

ALGEBRA EXAMINATION.

I. Define Coefficient, and Exponent, and give examples of each.

II. $\frac{x}{3}-\frac{x-8}{4}=\frac{x}{12}$ Find value of x.

III. Divide a^6-b^6 by a^2-b^2.

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IV. Find *G. C. D.* and *L. C. M.* of $a^4-a^2b^2$ and a^4-b^4.

V. $\left.\begin{array}{l}\frac{3x-2y}{5}+3y=16\\ 2x-\frac{2x-3y}{5}=11\end{array}\right\}$ Find values of x and y.

VI. Separate a into two parts, so that if the first be divided by m, and the second by n, the quotients shall be equal. Make rule and example, and apply the rule.

VII. $\frac{a^2-b^2}{a-b}=$ what, when a and b are equal?

VIII. Meaning of $\frac{A}{B}, \frac{A}{O}, \frac{O}{O}$.

IX. Define Equation of 1st degree,—pure quadratic, and affected quadratic.

X. $x=\frac{5x^2-24}{7}$ Find value of x.

BOTANY EXAMINATION.

I. Distinguish between Plants and Animals.

II. What are the characteristics of an Exogenous plant? Of an Endogenous?

III. Name all the different parts of a flower, and indicate the essential ones.

IV. Draw a pinnately and a palmately, five lobed-leaf.

V. Describe Germination.

VI. Define Stipule, Petiole, and Raceme.

VII. Explain the formation of the fruits, strawberry, raspberry, and blackberry.

VIII. What are the chemical elements necessary to the growth of a plant, and whence obtained?

IX. } Analysis of two plants.
X. }

LATIN.

I. Write a table showing the terminations of all the declensions in the singular number.

II. Decline the adjective *omnis*.

III. Decline *qui*.

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IV. Compare *bonus*, *altus*, *major*.

V. What parts of a verb are formed from the second stem?

VI. What are the terminations of the present indicative active of each conjugation?

VII. What is a deponent verb?

VIII. Translate the following: —

"Gallia est omnis divisa in partes tres, quarum unam incolunt Belgæ, aliam Aquitani, tertiam Galli."

IX. Translate the following sentences into Latin:—

X. There is a road through the fields.

When the consul's arrival had been announced, Aquileia was assailed by the seventh legion.

GERMAN.

I. Translate into English.

Die Mutter hatte im Dunkeln sogleich nach der Wiege greifen wollen, allein da sie dieselbe nicht mehr an Ort und Stelle fand, so meinte sie, der Vater habe das Kind sammt der Wiege schon in Sicherheit gebracht. Sie war nun blosz darauf bedacht, die übrigen Kinder zu retten.

II. Give the full declension of the definite article.

III. Give the present indicative of *meinen* in full.

IV. Give the first person, singular indicative in all tenses from which *fand* is taken.

V. What are the principal parts of all the strong verbs found in the given text?

VI. Which words in the given text are prepositions?

VII. For what do the words *im* and *darauf* stand?

VIII. Which words of the text appear as subjects of their respective sentences?

IX. Translate into German:—

The child has found the father.

He brought the cradle in safety.

She will save the children.

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REPORT OF EXAMINATIONS, 1870—1871.

SENIOR CLASS.

Study.	Av. per cent. of correct answers.	No. examined
Trigonometry	91	97
Philosophy	87	97
History	81	95
Astronomy	81	92
Geology	88	93
French	90	91
German	78	9
Latin	89	16
Drawing	80	93

MIDDLE CLASS.

Literature	85—	156
Physiology	86—	141
Zoölogy	89+	129
Geometry	74—	126
French	85—	129
Latin	84+	23
German	80—	18
Drawing	86+	126

JUNIOR CLASS.

Chemistry	83+	226
Mineralogy	80+	219
Rhetoric	83—	218
Algebra	78—	215
Botany	84	203
Latin	83—	51
German	75—	49
Drawing	86—	198

Five hundred and ninety-six scholars were registered during the year; two hundred and eighteen of whom were received from the Grammar Schools. Two hundred and twenty-nine were discharged. The largest number present at any one time was five

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hundred and fifty-seven, Nov. 17. The largest average attendance for any one month was five hundred and forty-eight, Nov. 1870; and the average attendance for the year was four hundred and eighty-nine. The average number belonging to the school was five hundred and nineteen, and the average per cent. of attendance ninety-four.

WARREN H. CUDWORTH,
Chairman.

October, 1871.

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Number admitted to the Girls' High and Normal School, from different schools, in each year, from September, 1852, *to September,* 1871, *inclusive.*

Names of Schools.	1852–3.	1853–4.	1854–5.	1855–6.	1856–7.	1857–8.	1858–9.	1859–60.	1860–1.	1861–2.	1862–3.	1863–4.	1864–5.	1865–6.	1866–7.	1867–8.	1868–9.	1869–70.	1870–1.	1871.	Totals.
Adams	.	.	.	.	.	4	4	8	5	9	4	4	5	3	6	5	5	8	4	10	84
Bigelow	9	10	7	7	9	4	8	11	4	10	12	7	6	7	5	3	10	8	.	.	137
Bowditch . . .	.	.	.	.	.	.	.	.	.	4	6	3	4	2	5	4	5	3	8	4	48
Bowdoin . . .	14	13	14	7	14	12	17	13	10	18	16	10	8	16	16	12	9	17	19	16	271
Boylston . . .	2	4	.	1	1	.	2	2	2	.	.	.	.	.	.	.	.	.	.	.	14
Chapman . . .	8	3	4	5	9	4	4	12	7	1	7	8	6	11	5	12	5	11	11	8	141
Comins	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	7	4	7	19
Dearborn . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	8
Dorchester H. .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	6	1	7
Dudley	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	8	6	14
Dwight	2	2	4	6	4	8	8	8	8	.	.	.	.	.	.	.	.	.	.	.	50
Everett	.	.	.	.	.	.	.	.	.	13	9	20	16	21	28	19	15	26	29	38	234
Everett (Dor.) .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	6	8
Francis st. . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.	1
Franklin . . .	8	4	7	9	5	12	10	20	13	14	13	17	12	10	17	19	17	24	26	23	280
Gibson	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	4	4
Hancock . . .	4	5	2	6	13	9	8	13	12	8	16	9	10	12	9	9	7	13	12	19	196
Harris	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	2
North Johnson	5	6	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	17
South Johnson	.	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5
Lawrence . . .	.	.	.	.	5	1	1	5	4	7	3	6	4	6	1	5	.	.	.	.	48
Lewis	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	12	6	18
Lincoln	.	.	.	.	.	.	.	.	7	7	7	7	8	7	5	2	4	12	13	16	95
Lyman	4	11	5	10	3	2	3	1	4	3	2	4	4	3	2	4	5	2	2	5	79
Mather	3	4	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9
Mather (Dor.) .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	2	3
Minot	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	3
Norcross . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	8	16	12	39
Otis	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3
Prescott	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	3	7	4	6	23
Shurtleff . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	16	19	35
Wells	13	6	4	14	6	6	7	16	8	12	7	8	6	4	14	11	10	11	10	8	181
Winthrop . . .	8	4	3	18	11	14	10	14	21	22	24	17	14	10	17	18	16	17	17	26	301
Other sources .	21	12	15	22	12	13	13	21	14	27	31	35	65	53	67	45	89	99	74	51	779
Total . . .	104	89	73	105	92	89	95	144	119	155	157	155	168	165	197	171	205	273	294	301	3151
Graduated . .	28	23	23	25	30	28	39	57	46	58	59	52	57	39	72	62	75	.	.	.	. .

Became Teachers, 693.

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Appointments of Teachers from the Girls' High and Normal School, in each School District, from 1852, *to September* 1, 1871.

NAMES OF SCHOOLS.	High.	Grammar.	Primary.	Total.
Girls, High and Normal	19		5	24
Adams	.....	7	8	15
Bigelow	.....	14	18	32
Bowditch	.....	18	1	19
Bowdoin	.....	6	9	15
Boylston	.....	17	16	33
Brimmer	.....	10	10	20
Chapman	.....	15	20	35
Comins	.....	.....	1	1
Dearborn	.....	1	.....	1
Dwight and Everett	.....	48	14	62
Eliot	.....	14	12	26
Franklin	.....	19	8	27
Hancock	.....	14	12	26
Hawes	.....	1	.....	1
Lawrence	.....	18	21	39
Lincoln	.....	7	15	22
Lyman	.....	3	7	10
Mayhew	.....	5	8	13
Norcross	.....	12	5	17
Phillips	.....	13	7	20
Prescott	.....	8	9	17
Quincy	.....	19	11	30
Rice	.....	7	3	10
Shurtleff	.....	4	2	6
Washington	.....	1	.....	1
Wells	.....	7	5	12
Winthrop	.....	36	18	54
Total	19	324	245	588

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Appointment of Teachers and Substitutes from the Girls' High and Normal School, in each year, for the several grades of Schools.

Year.	Primary.	Gram'ar.	High.	Total in City Schools.	Other Schools.	Total.	Substitutes.
1852–53	1	1	. .	2	. .	2	3
1853–54	1	5	. .	6	4	10	11
1854–55	2	5	. .	7	6	13	17
1855–56	8	11	3	22	11	33	11
1856–57	8	13	2	23	18	41	16
1857–58	13	12	. .	25	21	46	49
1858–59	11	21	1	33	12	45	63
1859–60	10	15	3	28	16	44	82
1860–61	20	32	1	53	14	67	76
1861–62	17	21	. .	38	10	48	128
1862–63	15	20	2	37	11	48	125
1863–64	17	14	1	32	21	53	50
1864–65	17	16	. .	33	30	63	87
1865–66	20	22	. .	42	36	78	22
1866–67	16	27	. .	43	40	83	34
1867–68	17	26	. .	43	49	92	68
1868–69	27	21	1	49	21	70	91
1869–70	14	29	2	45	29	74	53
1870–71	11	13	3	27	26	53	22
Total . .	245	324	19	588	375	963	1,008

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CATALOGUE OF THE TEACHERS AND PUPILS OF THE GIRLS' HIGH AND NORMAL SCHOOL, OCTOBER 31, 1871.

HEAD-MASTER.

EPHRAIM HUNT.

HEAD-ASSISTANT.

HARRIET E. CARYL.

ASSISTANTS.

MARGARET A. BADGER.
EMMA A. TEMPLE.
CATHERINE KNAPP.
MARY E. SCATES.
ADELINE L. SYLVESTER.
ELIZABETH C. LIGHT.
BESSIE T. CAPEN.
LUCY O. FESSENDEN.
JULIA A. JELLISON.
CHARLOTTE E. WHEELER.
ADELINE S. TUFTS.
HELEN M. DUNBAR.
ALICE M. WELLINGTON.
REBECCA K. JOSLIN.
EMERETTE O. PATCH.
S. ANNIE SHOREY.
MARY E. HOLBROOK.
AUGUSTA C. KIMBALL.
ELLEN O. SWAIN.

MARIA A. BACON, Teacher of Chemistry.
CHARLES FURNEAUX, Teacher of Drawing.
JULIUS EICHBERG, " " Music.
E. C. F. KRAUSS, " " German.
PROSPÈRE MORAND. " " French.
JANE H. STICKNEY, Supt. of Training Department.
FLORENCE W. STETSON, Asst. Supt. of Training Department.
LUTHER W. MASON, Teacher of Music in Training Department.
BERTHA W. HINTZ, Teacher of Primary School.

SENIOR CLASS.

Adams, Lavinia E.
Alden, Claire K.
Aldrich, Amelia K.
Allen, Elizabeth J.
Andy, Sarah L.
Babcock, Ellen S.
Badlam, Annie B.
Bailey, Elizabeth G.
Bailey, Ellen H.
Baker, Carrie L.
Barbour, Ellen M.
Barnes, Frances A.
Bemis, Lelia M.
Bennett, Addie C.

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Bickford, Eudora F.
Bonnie, Mary
Boston, Hattie E.
Boyden, Ida L.
Bridge, Anne P.
Bryant, Josephine
Burns, Georgiana E.
Callanan, Maria A.
Churchill, Jennie R.
Colman, Maria H.
Colton, Clara A.
Comer, Fanny T.
Cotter, Josephine M.
Cotton, Clara A.
Cutter, Millie A.
Davenport, Josie F.
Davis, Jennie E.
Dennison, Rebecca J.
Dolan, Mary A.
Domett, Ella A.
Domett, Frances E.
Doolittle, Emma F.
Dwyer, Mary H.
Emery, Mary W.
Emmons, Ella
Fabyan, Emma F.
Fabyan, Helena R.
Fobler, Jennie F.
Gillispie, Annie M.
Glawson, Emma C.
Hall, Fanny W.
Hastings, Fanny I.
Hildreth, Laura S.
Hill, Henrietta A.
Hill, Lillie T.
Huckins, S. Lila
Hyneman, Julia
Jackson, Ella F.
Levi, Miriam
Lewis, Mary L.
Lincoln, Elizabeth
Litchfield, Harriet E.
Livingston, Frances A.
Livingston, Isabel C.
Lothrop, Caroline T.
Lowe, Mary A.
Madden, Elizabeth A.
Maynard, Adela E.
McGary, Mary E.
McGonigle, Sarah E.
McGowan, Kate E.
Merrill, Grace
Milran, Frances E.
Mitts, Mary E.
Mitchell, Martha L.
Morrill, Julia L.
Morrison, Mary G.
Morse, Angie S.
Morse, Nancy M.
Murray, Parnell S.
Nye, Albie M.
O'Dowd, Honora
Ordway, Lizzie
Otis, Jessie F.
Page, Lilias E.
Parker, Mary O.
Perry, Helen A.
Pickernell, Georgiana M.
Pierce, Florence A.
Pitcher, Dora E.
Plummer, Almy C.
Poland, Carrie S.
Preble, Harriet I.
Reid, Mary E.
Rice, Helen E.
Robbins, Annie M.
Ruxton, Mary G.
Sanford, Nellie G.
Schlegel, Frances
Seaman, Emma J.
Shove, Belle
Smith, Ardelle F.
Smith, Ella S.
Smith, Emma A.
Smith, Florence J.
Smith, Mary H.
Southard, Annie T.
Story, Anna L.
Studley, Olivia M.
Swan, Sarah E.
Taylor, Carrie W.
Thomas, Lillie E.

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Thatcher, Frances H.
Tuttle, Eva F.
Ventrees, Amanda P.
Wallace, Ella F.
Wallingford, Ella E.
Webb, Elizabeth T.
White, Etta M.
White, Susie E.
Whitney, Emma C.
Whittemore, Addie E.
Wightman, Gertrude E.
Wilbor, Lizzie
Williams, Alice M.
Williams, Kate D.
Williams, Mary J.
Williams, Uleyetta
Wise, Martha D.
Woodward, Marion L. — 124.

MIDDLE CLASS.

Adams, Helen M.
Aldrich, Jessie S.
Allen, Mary E.
Anderson, Lena G.
Anderson, Minnie E.
Ashley, Cora I.
Atwood, Ella C.
Austin, Allie N.
Austin, Alma J.
Babson, Kate
Baldwin, Josephine H.
Bartlett, Lottie A.
Beeching, Mary A.
Bemis, Annie L.
Bickford, Sallie E.
Blaisdell, Addie C.
Blake, Charlotte H.
Blodgett, Minnie L.
Bond, Ann Maria
Bradley, Anna J.
Bradley, Mary
Brown, Elizabeth H.
Brown, Florence
Brown, Jessie
Bryant, Maggie E.
Buckley, Rebecca A.
Bucknam, Josephine A.
Carlton, Ella J.
Carr, Maria F. A.
Chamberlain, Lizzie F.
Chandler, Adelaide D.
Clark, Grace B.
Cline, Ada F.
Clough, Annie M.
Colburn, Abbie W.
Colburn, Carrie L.
Colburn, Mary E.
Colcord, Abby A.
Coleman, Florette
Collamore, Ella F.
Conley, Mary E.
Conner, Alice N.
Corey, Lizzie E.
Cotter, Lizzie F.
Coursey, Mary E.
Cowdin, Ella F.
Cowdrey, Jeannie M.
Crawford, Lizzie
Crosby, Minnie F.
Cross, Lillie L.
Cullen, Frances E.
Curtis, Kittie W.
Cushing, Alice M.
Daggett, Fanny L.
Dale, Sabina F.
Daly, Sarah E.
Davis, Eliza E.
Dike, Cora E.
Donegan, Marcella E.
Dow, Mary J.
Drew, Anne Elizabeth
Durell, Emma
Duncklee, Flora B.
Eastman, Clara A.
Edwards, Clara
Edgerton, Carrie M.
Ellis, Adelaide F.
Ellis, Clara E.
Ellison, Amanda C.
Fernald, Carrie L.
Fillebrown, Carrie O.
Fitzgerald, Katie E.
Flagg, Clara B.

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Fobes, Caroline
Freeman, Ella P.
Freeman, Florence
Fullarton, Ella L.
Gainey, Annie
George, Katherine W.
Gove, Emma A.
Grant, Margaret C.
Gunn, Katie S.
Haddon, Alice E.
Hall, Nellie A.
Hamilton, Electa J.
Hanson, Helen I.
Harvey, Betsina S.
Hargrave, Annie G.
Harmon, Emily M.
Haskins, Elizabeth D.
Haven, Fannie C.
Haydn, Carrie W.
Hill, Silence A.
Hinckley, Louise H.
Hines, Mabel F.
Hobart, Minnie L.
Howard, Lillie W. V.
Howes, Lizzie G.
Hurley, Margaret T.
Hutchins, Mary F.
Hutchinson, Kate E.
Jacobs, Adelaide J.
Johnson, Lucy E.
Kelcher, Katie E.
Kieley, Jennie C.
Knox, Maggie A.
Lane, Fannie D.
Leahy, Frances E.
Leary, Maggie J.
Leary, Mary G.
Leighton, Amelia L.
Lothrop, Caroline E.
Littlefield, Alice L.
Lewis, Annie A.
Marliave, Julia D. C.
Marlow, Katie K.
Martin, Mary E.
Mason, Mary E.
Masters, Arabella G.
Mayo, Adelia A.
McBride, Lizzie
McClure, Alice M.
McDermott, Nellie C.
McDonough, Elizabeth F.
McKay, M. Cressy
McLaughlin, Sarah J.
Mead, Nellie J.
Mellen, Lucie J.
Merriam, Ida A.
Merritt, Mary E.
Meston, Adelaide
Moore, Nellie M.
Monahan, Mary J.
Montgomery, Mary A.
Morrison, Rebecca
Murphy, Agnes J.
Nason, Eva W.
Noonan, Ellen T.
Noyes, Eliza W.
O'Brien, Lucy A.
O'Connor, Theresa
O'Neil, Rosa C.
O'Neil, Sarah V.
Oviatt, Martha L.
Paul, Fannie
Peabody, Louie M.
Pearson, Minnie E.
Perry, Leila E.
Phalon, Alice C.
Pickett, Georgia M.
Piper, Anna D.
Pollex, Emma L.
Povah, Emily J.
Power, Nellie M.
Powers, Mary B.
Putnam, Ella G.
Putnam, Emma C.
Putnam, Helen A.
Ranney, Helen M.
Raymond, Mary F.
Reed, Annie B.
Reid, Anna M.
Richardson, Cevilla R.
Riley, Maggie
Rodgers, Bessie
Roys, Virola G.
Ryan, Alice Caroline

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Sandford, Minnie
Sargent, Florence
Sawtelle, Mary E.
Shedd, Mary H.
Simmonds, Ella A.
Slavin, Susie A.
Smith, Elizabeth L.
Smith, Louisa P.
Smith, Maria J.
Smith, Marion F.
Snow, Anna M.
Spitz, Belinda
Steele, Helen C.
Stone, Ellen A.
Story, Adelaide H.
Summers, Katie S.
Sutton, Annie E.
Talbot, Gertrude M.
Taylor, Ella M.
Taylor, Ida F.
Tiernay, Mary E.
Torrey, Emmeline E.
Towle, Mary E.
Tuttle, Alline A.
Tufts, Etta
Vinal, M. Jennie
Wallace, Nellie L.
Waller, Nellie M.
Westcott, Belle
Wheelock, Emma J.
White, Angela L.
Whitmore, Frances A.
Willard, Fannie L.
Williams, Caroline G.
Winchell, Mary B.
Wolcott, Harriet T.
Young, Esther M. — 204.

JUNIOR CLASS.

Abbott, Ella M.
Adams, Susie M.
Alderson, Mary S.
Allen, Georgiana
Ames, Mary E.
Andrews, Martha L.
Badger, Emma C.
Bailey, Mary E.
Bailey, Valetta I.
Ball, Frances E.
Barker, Lizzie S.
Barnes, Mary E.
Barry, Mary R.
Beede, Cora E.
Bell, Charlotte R.
Bell, Minnie F.
Bennett, Katie E.
Bibbey, Mary L.
Bickford, Ella E.
Bigelow, Florence J.
Bond, Sarah A.
Booth, Clara H.
Bornstein, Tina
Brawley, Margaret C.
Brooks, Emma G.
Brown, Clara L.
Brown, Lizzie H.
Brown, Sarah A.
Browning, Mary L.
Bruce, Helen E.
Bryant, Mary E.
Bryant, Sarah M.
Bulling, Jessie E.
Bumstead, Emma W.
Burgess, Helen
Burrows, Mary H.
Burton, Annie A.
Caldwell, Harriet E.
Carney, Jennie M.
Caulkins, Maria L.
Chadbourne, Lizzie S.
Chase, Belle M.
Chase, Emma E.
Cheney, Jennie A.
Clapp, Corinne
Cleary, Emma M.
Clifford, Anna A.
Collins, Martha J.
Collison, Alicia I.
Concannon, Margaret E.
Congdon, Stella F.
Connor, Annie M.
Cooke, Lizzie L.
Cooper, Edith

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Cotter, Elizabeth E.
Coughlin, Julia F.
Courtney, Mary E.
Coye, Amelia A.
Crook, Flora I.
Crosby, Lena J.
Cullen, Eliza A.
Cunningham, Mary
Curtis, Susie W.
Davis, Annie M.
Delano, Georgianna S.
DeMond, Ella F.
DeMott, Emma B.
Dennison, Henrietta V. F.
Devlin, Susie A. J.
Dolbeare, Alice G.
Dore, Annie M.
Downey, Mary E.
Draffin, Annie E.
Drew, Margaret A.
Dudley, Carrie M.
Ellis, Florence L.
Ellithorp, Sara B.
Ellsworth, Lily A.
Emerson, Mary L.
English, Rebecca F.
Evans, Julia A.
Fagan, Annie E.
Fernald, Ella F.
Flynn, Minnie E.
Foltz, Gertrude H.
Forsaith, Ella F.
Foster, Mary E.
Fuller, Lizzie M.
Fuller, Medora O.
Gale, Emma L.
Gallagher, Louisa F.
Geyer, Susie E.
Giles, Hattie
Ginness, Florence E. N.
Gleason, Jennie M.
Godet, Mary L.
Goetz, Eva M.
Gogin, Emma C.
Goodwin, Abbie A.
Goodwin, Lucy A.
Goodwin, Mary A.
Goodwin, Nellie L.
Gookin, Kate R.
Gott, Annie C.
Grady, Mary
Gray, Sarah A.
Grover, Lizzie A.
Guptill, Alma J.
Hagan, Rosanna E.
Hall, Hattie E.
Hamblin, Florence E.
Harlow, Susan L.
Harlow, Carrie A.
Haskell, Lucy W.
Haydn, Lelia R.
Haynes, Alice F.
Heister, Grace
Hersey, Clara
Hill, Alice N.
Hinckley, Esther M.
Hinckley, Fannie S.
Hitchcock, Annie C.
Holman, Fannie
Holmes, Evvie E.
Hooper, Grace E.
Hubbard, Carrie C.
Huckins, Ida R.
Hutchins, Anna M.
Ide, Mary E.
Jackson, Allie B.
Jameson, Sarah C.
Jones, Mary F.
Josselyn, Mary E.
Kelliher, Elinor M.
Kelly, Grace F.
Kendall, Jennie I.
Krauss, Emma M.
Krueger, Ella G.
Ladd, Lizzie B.
Lanning, Ella F.
Lawrence, Clara A.
Leland, Emma F.
Logan, Florence A.
Lombard, Hattie A.
Lombard, Nellie C.
Loomer, Annie L.
Lougee, Josephine
Lynch, Mary J.

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Lyon, M. Alma
Mackie, Lillie I.
Major, Mary A.
Mann, Marietta R.
Marks, Albertina M.
Masten, Alida C.
McAloon, Addie M.
McCleary, Emily A.
McClosky, Annie J.
McGee, Ellen
McNeil, Mary A.
Mendum, Helena C.
Merrill, Frances M.
Moore, Anna J.
Moore, Nellie M.
Morrison, Dora
Morrison, Minnie E.
Morse, Evelyn E.
Morse, Fannie E.
Morse, Lucy M.
Moseley, Clara M.
Mullaly, Jennie
Murtagh, Katie A. T.
Nann, Katie
Nann, Rosetta
Nash, Annie
Nay, Isabel
Norton, Martha L.
Nowell, Alice P.
Noyes, Katharine D.
O'Connor, Ellen M.
O'Connor, Sarah J.
Ordway, Mary L.
Osborne, Jeannie A.
Overend, Sarah A.
Palmer, Alice W.
Parks, Sara K.
Parnell, Margaret S.
Parrott, Jennie K.
Patten, Fannie G.
Patterson, Emeline L.
Pearl, Hannah A.
Philbrook, May A.
Pickett, Alice E.
Pickett, Katie S.
Pierce, Carrie E.
Pitcher, Mary E.
Plummer, Fannie K.
Plummer, Mary A.
Plummer, Nellie
Pratt, Abbie F.
Prescott, Annie M.
Prescott, Jeannette E.
Priest, Mary D.
Read, Alice
Reuter, Augusta F.
Rich, Clara A.
Richardson, Abbie W.
Riley, Lena S.
Robbins, Sarah H.
Robinson, Clara E.
Robinson, Lizzie J. A.
Robinson, Mary A.
Robinson, Nellie A.
Roraback, Ida
Ross, Ella A.
Sanborn, Anna B.
Sampson, Olive S.
Sargent, Mary F.
Sawyer, Josephine M.
Schafer, Mary E.
Shedd, Edith M.
Sherman, Effie D.
Shurtleff, Hannah S.
Shute, Sophia A.
Simonds, Carrie E.
Simpson, Anna E.
Slade, Louise P.
Slade, Lelia L.
Smith, Lottie H.
Snow, Jennie M.
Somes, Eldora E.
Southworth, Mary J.
Southerland, Lillie B. W.
Stearns, Susie C.
Stevens, Clara K.
Stevens, Laura M.
Stevens, Lizzie F.
Stevenson, Hattie E.
Stone, Ellen A.
Stone, Julia
Stratton, Winella W.
Strout, Alma A.
Stumpf, Sarah E.

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Sullivan, Maggie F.
Summers, Carrie H.
Swindlehurst, Susan L.
Tenney, Grace G.
Thornton, Julia W.
Thornton, Hattie T.
Tirrell, Emma R.
Titcomb, Mary A.
Titus, Mary E.
Toland, Sarah E.
Towne, Susan E.
Tracy, Kate J.
Trulls, Angeline
Wadham, Cora L.
Waite, Addie C.
Walsh, Ellen B.
Ward, Mary
Webb, Alice K.
Webb, May B.
Welch, Anna Cora
Weston, Annie W.
Weston, Mary E.
Whidden, Lizzie D.
White, Annie A.
White, Lillie A.
White, Nellie G.
Whiton, Florence A.
Wilson, Mary J. E.
Winninghoff, Annie M.
Wright, Mattie F. — 172.

TRAINING CLASS.

Babcock, L. Fannie
Bancroft, Cora B.
Bodwell, Delina M.
Brewer, Lizzie P.
Bucknam, Sarah C.
Chater, Emma F.
Collins, Mary E.
Desmond, Mary
Gallagher, Emma F.
Gibbs, Mary F.
Hanney, Mary E.
Jennison, L. Annie
Mahoney, Lizzie A.
Murphy, Ellen E.
Nelson, Mary R.
Newton, Lizzie T.
Odione, Fannie A.
Peaslee, H. Ella
Perry, S. Elinor
Raycroft, Sophia E.
Reed, Alice T.
Richardson, Eliza
O'Connor, Ellen M.
Sargent, Anna L.
Savil, Anna L.
Shaw, Lilla H.
Shaw, Mary G.
Sweet, Louise M.
Sweetser, Ella G.
Vaughan, Marietta
Warner, Ella
Wells, Frances E.
Westcott, Laura S.
Wiggin, Flora B.
Wiggin, Marianne
Wiley, Henrietta F.
Williams, Kittie A. — 37.

Whole number of pupils — 637.

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CATALOGUE OF THE TEACHERS AND SCHOLARS OF THE ROXBURY HIGH SCHOOL, SEPTEMBER, 1871.

HEAD-MASTER.

S. M. WESTON.

HEAD-ASSISTANT.

M. L. TINCKER.

ASSISTANTS.

EMILY WEEKS,
HELEN A. GARDNER,
ELIZA D. GARDNER,
EDNA F. CALDER.

TEACHER OF FRENCH.

M. DE MALTCHYCÉ.

TEACHER OF GERMAN.

JOHN F. STEIN.

TEACHER OF DRAWING.

BENJ. F. NUTTING.

TEACHER OF MUSIC.

JULIUS EICHBERG.

INSTRUCTOR IN MILITARY DRILL.

LIEUT. COL. HOBART MOORE.

PUPILS.

EX-SENIORS.

Allen, Ida B.
Aldrich, Mary E.
Backup, Lizzie
Batchelder, Abbie E.
Booker, Jane R.
Bowker, Georgiana C.
Carson, Agnes J.
Goldsmith, Marietta
Gray, Nellie
Hosford, Emma L.
Jenkins, Ida G.
Peterson, Emma L.
Sanborn, Clara E.
Stevens, Ida G.
Walker, Edna
White, Hattie L.

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SENIOR CLASS.

Boys.

Beal, B. Leighton
Chamberlin, Henry A.
Crafts, William F.
Dolan, Romanzo J.
Fay, Edward F.
Gerry, James C.
Heustis, Charles H.
Hunt, Alfred E.
Parker, Frank W.
Riddle, Charles W.
Rogers, Edward C.
Stalder, Edward G.
Ware, Charles
Wiggin, Frank E.

Girls.

Bumstead, Anna W.
Clapp, Emily E.
Colligan, Lizzie A.
Crooker, Sibyl T.
Davis, Fannie M.
Davis, Lillie J.
Dexter, Addie F.
Drake, Mamie F.
Edmands, Anna M.
Hutchinson, Fannie B.
Kelley, Francis T.
Lingham, Emma I.
Macdonald Anna
Manning, Fannie J.
May, Alice Maud
McDonough, Annie L.
Morrill, Isabel W.
Nason, Kate A.
Pearson, Susie A.
Phelps, Hattie B.
Scanlan, Bridget E.
Smith, Marie L.
Sprague, Fannie W.
Stockwell, Millie W.
Thacher, Isabel
Thomas, Minnie E.
Thulin, Annie F.
Washburn, Emily P.
Wells, Clara L.
Woodsum, Emma A.

MIDDLE CLASS.

Boys.

Allen, Horace G.
Bacon, Horace
Bell, William G.
Brawley, Charles F.
Carter, Henry H.
Clark, William L.
Coffin, George
Correa, John B.
Crowley, Daniel J.
Franklin, Charles W.
Gates, John J.
Goldsmith, Simon
Grundin, Charles W.
Hammond, George F.
Howe, James, Jr.
Howe, Leonard N.
Hoxie, Henry D.
Hutchinson, Dana B.
Kelly, Henry W.
Kelley, James
Mulvey, James S.
Nevers, Marshall
Nickerson, Herbert G.
Parker, Charles
Peirce, Edward
Pierce, Charles T.
Rice, David
Riley, John P.
Sanborn, Willey M.
Shaughnessy, Thomas
Spangler, Frank
Sullivan, Richard
Walker, Charles H.
Watson, Thomas M.
West, Clarence L.
Woodward, Clarence E.
York, Nelson P.

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Girls.

Burrell, Sarah S.
Clark, Ella E.
Clark, Justina B.
Clement, Hattie F.
Crosby, Mary E.
Crosby, Sarah A.
Dove, Amelia J.
Finneran, Mary S.
Grady, Maggie
Griffeth, Lucie E.
Harris, Susie B.
Howe, Florence A.
Killion, Delia S.
Kohl, Elizabeth M.
Libby, Sarah E.
Littlefield, Hattie A.
Meriam, Emily M. A.
Mitchell, Annie M.
Morse, Anna W.
Mulliken, Mary E.
Mulrey, Elizabeth D.
Newcomb, Annie L.
Perrin, Mary E.
Pishon, Eva
Prince, Fannie S.
Ray, Katie E.
Richards, Celia G.
Robinson, Annie D.
Rouell, Mary J.
Sawin, Lottie A.
Seaver, Harriet E.
Wheelock, Annie
Worthen, Marietta
Yeaton, Josephine R.

JUNIOR CLASS.

Boys.

Adams, Harry F.
Anderson, William F.
Atwood, John
Ayres, Isaac H. Jr.
Bardenhoff, Charles F.
Berry, William F.
Brooks, Richard J.
Browne, Louis L.
Burr, Charles H.
Carter, Herbert N.
Cordingly, William R.
Costello, John E.
Crowley, John T.
Dennie, Henry P.
Engel, Joseph P.
Faxon, William A.
Fowle, William P.
Frost, Walter S.
Frothingham, Edwin
Geelin, David J.
Gray, William
Green, Chas. S.
Heard, John R.
Hodges, Edward C.
Hodges, Frank H.
Holbrook, Joseph B.
Hunneman, William C.
Klous, Henry D.
Lang, George H.
Libby, Clarence J.
Lockney, John F.
Lunt, Frederic T.
McGrady, James D.
McKissock, James
Monroe, George E.
Moulton, Walter C.
Mulvey, James P.
Parry, Charles E.
Plumer, Luther B.
Rice, Freeman G.
Ryan, James F.
Ryerson, Frank E.
Rumrill, Frank
Scanlan, Michael J.
Stockwell, George S.
Swain, William N.
Sweat, Thacher
Turner, Charles A.
Walsh, John
Weil, August
White, Arthur H.
Zeigler, George W.

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Girls.

Alden, Annie H.
Aull, Elizabeth E.
Bean, Mary H.
Brackett, Sarah L.
Chadwick, Louise S.
Curtis, Carrie W.
Deane, Mary E.
Deane, Sarah E.
Dibblee, Agnes I.
Dill, Addie F.
Fitzpatrick, Annie M.
Gardner, Alice
Gerber, Mary R.
Grand, Eliza T.
Hart, Lydia J.
Haynes, Catherine
Hewitt, Mary K.
Leavitt, Mattie A.
Leavitt, Ellen W.
Merrill, Emma L.
Morrill, Josephine R.
Mullihen, Harriet D.
Murphy, Mary A.
Murphy, Mary J.
O'Connell, Fannie L.
Parker, Abbie D.
Parks, Kate
Pike, Mary O.
Pishon, Lucretia
Rider, Francena E.
Roberts, Elizabeth C.
Sawin, Mary L.
Sanborn Anna B.
Scarlett, Maggie E.
Shaw, Emma C.
Shedd, Ella J.
Smith, Addie M.
Stockman, Emma F.
Waite, Salome, A.
Ware, Mary B.
White, Abbie E.
Wilson, Mary I.

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DORCHESTER HIGH SCHOOL.

THE Dorchester High School has enjoyed another year of prosperity, during which it has faithfully followed out its mission in the education of the sons and daughters of the rich and the poor, in the higher branches of knowledge. The head-master and his able and efficient assistants have zealously discharged their duties, and the Committee believe that the school will compare favorably with the other High Schools of the city, where the standard is high and is continually advancing. The pupils generally have manifested a proper appreciation of the invaluable privileges extended to them, and have labored with their teachers to achieve the highest results. The relations of the teachers with each other and with their pupils have been harmonious. There has been no discord to disturb the efficient working of the school; which, like a well-ordered piece of machinery, does its work best when there is least friction.

The head-master is an enthusiast in his profession, and devotes himself wholly to it. He is a diligent student in science, and keeps himself fully informed in regard to the rapid advances made in Chemistry, and in Physics, and in the best methods of instruction in these branches. As the best exposition of the

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course of study, and the manner of teaching in the school, the report of the head-master, Mr. Elbridge Smith, is here inserted in full.

"The Dorchester High School during the past year has entered upon a new period of its history, and the present is a favorable moment to notice some leading points in its culture. A stranger who should enter the new school-house and examine its apartments and their equipments, and then compare them with the accommodations furnished for the school during the first eighteen years of its existence, would notice ample provision for at least four departments of instruction, viz.: Chemistry, Drawing, Music, and the several branches of natural science now usually termed Physics. He would also observe what is quite as valuable in its relation to the whole work of the school, — liberal provision for a library. The old school-house was considered fully adequate to the requirements of High School education twenty years ago, and no High School in the State was better accommodated. But in the old building Chemistry, Drawing, Music, Physics and the Library were all provided for in the principal school-room. In the new building one room, twenty-two feet by forty, is appropriated to Chemistry; another, thirty-two feet by forty, is given to Physics; while the large hall, thirty-five feet by seventy, on different days is allotted to Music and Drawing. These enlarged accommodations were not called for merely by the greater number of pupils. They indicate rather the change which is rapidly taking place in the High School education of the country; and it is not only proper but

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necessary to notice minutely the principal features of this change.

"And first in regard to Chemistry. The course of instruction in this science twenty years ago was confined to books; the pupil was taught some of the leading facts of the science, made acquainted with some of the technical terms, and rarely permitted to witness a few dazzling experiments by the hands of the teacher and listen to a few explosions. These served to amuse if they failed to instruct, and perhaps most frequently left the impression upon the scholar's mind of a mysterious and dangerous art, rather than of a useful science.

"The majority of pupils, and especially the girls, looked upon the chemical apparatus with feelings of awe and aversion, and would as soon have thought of making a practical use of the instruments of the surgeon as of the chemist. In fact, it is scarcely too much to affirm that many scholars left school with the impression that the facts and principles of Chemistry were confined to the laboratory, and had little or nothing to do with the busy, bustling world about us, and still less that it was the science of his breathing and his food, of his health and strength, of his growth and decay. It was at best theory, if the facts taught were numerous enough and their relations so far defined as to constitute a theory; it had no practical power, for it had no practical application. In the chemical teaching of to-day all this is changed. The text-book, instead of a primary, occupies but a secondary place; it is no longer a master, it is but a servant — a guide. The scholar is now taught to

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hold converse directly with nature. Instead of learning an arbitrary rule for the preparation of his oxygen and hydrogen, he takes the materials into his own hands and prepares the gases himself; instead of memorizing descriptions of properties, he observes them as the results of his own independent operations. His Chemistry thus becomes a part of his own experience. From the school laboratory the boy carries to the mechanic's shop, to the counting-room, or to the manufactory, not a series of abstractions in the form of arbitrary and oftentimes unintelligible rules, but an acquaintance with elements and compounds of laws and affinities which may guard him from imposture on the one hand, and on the other guide him in the attainment of more extended knowledge. And what is more, the girl who has rightly improved her opportunities in the laboratory may go to the higher responsibilities of domestic life and redeem all the endearments of home from the rule of ignorance, and bring them under the beneficent operation of law. Great as have been the triumphs of Chemistry in general and in industrial science, there remain for it yet higher triumphs in the nursery, in the kitchen and in the parlor; and the time is not far distant when the same fingers that enchant us by the music which they wake from the guitar, or the key-board of the piano, will also manipulate with equal skill the test-tube, the beaker and the retort.

"What has been said of the practical character of chemical instruction applies with equal force to all the departments of study. In Natural Philosophy or

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Physics, the pupil is taught as far as possible to use the apparatus as well as to observe it; in Botany, the plant or flower is analyzed, classified and preserved; in Geology, the fossil is examined and the mineral tested; in Literature, also, the same spirit prevails. The study and memorizing of arbitrary rules has, in a measure, given place to the careful reading of authors. Grammar, Rhetoric and Logic are learned synthetically rather than analytically; the pupil is furnished with materials for his science before he is required to make it. Scott, Goldsmith, Milton and Shakespeare precede Blair, Campbell and Whately. But in no department is this practical difference seen more distinctly than in Drawing. A new interest is now felt in this important branch of instruction, and its vast importance to the industrial life of the country is beginning to be felt. The teaching in the Dorchester High School in this department has been found quite equal to that of any school in the city. The facilities are ample, and the interest manifested by the scholars is in a high degree gratifying.

"From the foregoing remarks it will be seen that this school, in common with all others of the same grade in the city and State, is passing through a transition stage. In enlarging so much the course of study, in calling into exercise powers and faculties formerly unemployed or misdirected, time will be required to fix definitely the amount of attention due to every branch of instruction. The tendency always is perhaps to exaggerate the importance of new subjects and new methods. With all our boasts of excellent schools, education in this country is yet in its

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earlier stages. Time will harmonize conflicting views and correct false theories.

The school is deriving most important aid at the present time by the additions made to its library and means of illustration from the Gibson Fund. If the same policy be followed in the future that has been adopted for the past two years, the Dorchester High School will be second to none in the State in its means of instruction. At the present rate of scientific discovery the demand for information and illustration in the school-room is very great; and this demand is sometimes but very indifferently met. The Gibson Fund has supplied these wants in part without making any demands upon the city treasury."

The new building erected for the use of the Dorchester High School was formally dedicated on the last day of the year 1870, an account of which occupies another place in this volume. The edifice had been occupied by the school for about three months, and teachers and pupils were already at home within its walls. It is a palace compared with the old buildings, and in its style of architecture, its elaborate finishing and furnishing, it is not surpassed by any school edifice in the country. The City Government generously supplied all the latest improvements in educational appurtenances, and furnished its library, lecture-room, drawing-room and laboratory with all the appliances which modern ingenuity and science have devised to make the path to learning easy and attractive. As stated by the head-master,

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the Gibson Fund has enabled the Committee to enlarge the library and the stock of apparatus, so that, perhaps, the school has the advantage, in this respect, of any other High School in the city. This fund, which has been set apart for the special use of the schools of Ward 16, agreeably to the terms of the bequest, will be available in future years to keep the school supplied with the freshest books and the newest apparatus for illustrating the sciences. Only a small portion of this fund yields an income at the present time, but the vastly increased value of real estate in this part of the city indicates a princely revenue in the future, when the large tract of land, of which the Gibson bequest principally consists, shall be sold, or otherwise rendered productive of an income.

The Dorchester High School was the first public school in Boston in which earth closets were introduced. After a trial of eighteen months, the experiment has more than realized the expectations of those who advocated it. The closets are in the basement of the building, and are entirely inoffensive. It is to be hoped that the success of this trial will do something to improve the treatment of a subject so important to the health, comfort and convenience of both teacher and scholars in all our schools. These apartments of the school, as well as every other portion of the building, are entirely free from mark or scratch. There is nothing in those frequented by the males which could cause a maiden to blush, — an indication that boys may be gentlemen always and everywhere, which we would not readily believe in

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visiting the corresponding apartments attached to a vast majority of school-houses in our land.

At the commencement of the school year, in 1871, the Committee were reluctantly compelled to accept the resignation of Miss Caroline A. Raymond, whose continued ill health obliged her to relinquish her connection with the school. She had been for many years a beloved, respected and efficient teacher in the school, for whose highest interests she had zealously and successfully labored; and the best wishes of her associates, pupils and teachers, as well as of hundreds of graduates who have enjoyed her kindly care and instruction, will go with her into her retirement. The place thus made vacant was filled by the election of Miss Ellen G. Fisher, of the State Normal School at Castine, Maine, who came to her new sphere of labor with a brilliant reputation as a teacher, and who is now demonstrating that her ability is equal to her reputation.

In the classical department of the school only one scholar was graduated during the year; William Harlow Melville, who was admitted to Harvard College, not only without a condition, but to high rank in the class.

The examination for the admission of candidates from the Grammar Schools was the same as that used at all the other High Schools except the Girls' High and Normal, and with the exception of three, all the applicants were admitted upon the first trial; from which we may infer that the standard of the Dorchester Grammar Schools is not essentially different from that of the other schools of the same

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grade in the city. Of the fifty-six applicants admitted,

12	were	from	the	Everett	School.
1	"	"	"	Gibson	"
10	"	"	"	Harris	"
6	"	"	"	Mather	"
0	"	"	"	Minot	"
14	"	"	"	Stoughton	"
6	"	"	"	Tileston	"
7	"	"		Other	schools.
56					

The citizens of Dorchester — as we prefer still to call the Sixteenth Ward of the city — are to be congratulated upon the excellent condition of this school, which is supported entirely for the education of their sons and daughters; and it is hoped they will regard it as an institution of their own, worthy of their interest, and entitled to their moral support.

For the Committee of the Dorchester High School,

WILLIAM T. ADAMS,
Chairman.

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CATALOGUE OF THE TEACHERS AND PUPILS OF THE DORCHESTER HIGH SCHOOL, SEPT., 1871.

HEAD-MASTER.

ELBRIDGE SMITH.

HEAD-ASSISTANT.

MARY WENTWORTH HALL.

ASSISTANTS.

MARY FIFIELD PORTER. REBECCA VINAL HUMPHREY.
ELLEN GERMAINE FISHER.

TEACHER OF MUSIC.

JULIUS EICHBERG.

TEACHER OF DRAWING.

MERCY A. BAILEY.

TEACHER OF FRENCH.

CHARLES DE LAGARLIÈRE.

TEACHER OF GERMAN.

JOHN F. STEIN.

PUPILS.

EX-SENIORS.

Burnham, Frank Wesley
Adams, Alice Maria
Hildreth, Fanny Weld
Knapp, Emma Erances

SENIORS.

Boys.

Babcock, David Marks
Bent, William Danforth
Elder, Robert Foster
Gorham, George Congdon
Kendall, Walter Gardner
Love, William
Monroe, Stephen A. Douglas
Preston, John Aiken
Southard, Lewis Carver
Temple, William Franklin
Tipping, Joseph Ellis
Walker, Robert Ballantyne
Whicher, Frank Weston

Girls.

Allbright, Susan Broughton
Brooks, Antoinette Parsons
Brown, Ellen Almira
Capen, Cordelia Rosanna
Clean, Mattie Ellen
Clean, Annie.

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French, Mary Elizabeth
French, Amy Adams
Glover, Ella Frances
Hawes, Maria Hardwell
Holden, Hattie Louisa
Hopkins, Ella Frances
Kendall, Ida Farnsworth
Lee, Isabel Frances
Mann, Mary Ellen
Melville, Caroline Frances
Payson, Anna Holden
Pillsbury, Adelaide
Plummer, Priscilla Laura
Pope, Annie French
Pope, Hattie Louisa
Pratt, Eugenia
Robinson, Isabel Howe
Swan, Ella French
Tileston, Lizzie Warren
Tolman, Julia
Whiton, Esther Rebecca
Whittemore, Elizabeth Esty
Williams, Maria Louisa
Witherbee, Lillia Taylor
Wilson, Alminah Augusta

MIDDLE CLASS.

Boys.

Baker, Frank Woods
Baynton, Walter
Carter, Arthur Ellis
Childs, Harold Chessman
Colgan, James Arnold
Conness, Walter Knox
Eastman, Edgar Frank
Edwards, Thomas Pearce
Everett, William Blake
Folsom, Charles Edward
Gorham, Sherwood Field
Knight, Edwin Augustus
Leavitt, George Oscar
Lyons, Walter Shepard
Perrin, Frederic Huntington
Phipps, Walter Train
Pope, Stephen Augustus
Pope, Walter Frank
Sproul, Arthur Eliot
Swan, Joseph Warren
Thompson, George Badlam
White, Willie Gardner

Girls.

Brown, Fanny Bates
Caldoff, Mary Ann
Chipman, Susan Elizabeth
Clarke, Carrie Agusta
Coffin, Harriet
Greeley, Ella Louisa
Hamill, Elizabeth Jane
Haskell, Mary Louisa
Mann, Elizabeth Benson
Mann, Mary Susan
Pratt, May Estella
Preston, Edith Lee
Roper, Mary Isabella
Russell, Emma Frances
Sanborn, Mary Elizabeth
Savage, Elizabeth Ann
Sheridan, Mary Jane
Thayer, Sarah Munroe
Weis, Anna Lora
Weis, Mary Blake
Wells, Emma Geneva
Williams, Susan Eliot

JUNIOR CLASS.

Boys.

Allbright, William Broughton
Bent, Charles Henry
Berry, Levi Sumner
Callender, Frederic Arthur
Carlton, Daniel Fenno
Chadbourn, Henry
Coombs, Frank
Green, Alfred Pingree
Hemmenway, Edward Augustus
Huntington, Clarence Williams
Kendall, Charles Francis
Kibble, William Alfred

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Kirk, Joseph
Payson, Horace Blake
Perrin, William Brown
Robinson, James Leavitt
Russell, Thomas Joseph
Sampson, Christian Henry
Sawyer, Henry
Smith, George Clinton
Strangman, Walter Warren
Tolman, Herbert Pierce
Tolman, Waldo Eugene
Ufford, Charles Augustus
Upham, Charles
Wilder, Edward Baker

Girls.

Barlow, Abby Ella
Brooks, Agnes Alvira
Brown, Elizabeth Woodford
Caldoff, Katharine Jane
Carlton, Mary Jane Milly
Cook, Harriet Maria
Donaldson, Jennie
Edwards, Elizabeth Caroline
Esterbrooks, Emma Martha
Goodale, Mary Emma
Hersey, Louisa Eliza
Kendrick, Clara Bussey
Merriam, Eleanor Hayes
Nichols, Minnie Louise
Ordway, Annie Freeman
Packard, Ida Louise
Porter, Clara
Shiverick, Sarah
Spargo, Ida Thankful
Wallace, Edith Frances
Wallace, Julia Agnes
Whitney, Mary Jane
Worsley, Julia Bartlett

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REPORTS

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS,

FOR THE YEAR ENDING

AUGUST 31, 1871.

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TWENTY-SECOND

SEMI-ANNUAL REPORT.

To the School Committee of Boston:—

GENTLEMEN, — At the regular meeting of the Board, in March, I placed in the hands of the members, for immediate use and reference, proof copies of a statistical summary of the condition of our schools, which might, perhaps, be accepted as the semi-annual report due from me at that time. But my purpose was, instead of trying to make that statistical communication pass for my report, to keep its type standing until I could get time to add to it a considerable body of explanatory matter, giving my views in detail as to the proper way of handling every part of the course of study in our Grammar Schools. Amidst the numerous pressing calls upon my time, I found myself unable to accomplish this task, as I had hoped to do. And now I have concluded, as the best thing on the whole to be done, to reissue the March statistics, prefaced, not by an elaborate guide for the use of the programme, as I had originally intended, but by such practical suggestions and thoughts as the present circumstances of our school system seem to require.

There is no country in the world where there is so much enterprise in educational matters as in America;

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and yet this enterprise is not as fruitful as it might be. It is an enterprise too generally accompanied by wastefulness. The most obvious proof of this assertion is seen in recent American school architecture. But the lack of economy in erecting school edifices is of trivial importance in comparison with the waste of educational forces in the school-room. In other words, the labors of teachers and pupils are not sufficiently utilized, and hence their results are not what they might be. Everybody will agree that we ought to aim at the best economy, the wisest adaptation of means to ends, in the administration of educational affairs, as well as in the management of business concerns. But, as to the best mode of proceeding to reach this end, there is, doubtless, difference of opinion. For myself, I venture to think that the object in view would be greatly promoted by adopting the plan of treating the educational questions that arise, in a thorough, business-like, and, as far as possible, scientific manner. Before we act on an important measure, we ought to know what experience has proved in regard to it, what the wisest heads have thought about it, and how the most practical minds have viewed it. It seems to me that in America, education, both in the school-room and out of it, is too much at the mercy of opinions and theories derived from limited personal experience and observation. So far as education is a science, it is an experimental science. The true method of dealing with its problems is to adapt the results of the most successful experiment to the particular circumstances of the case in hand. Hence the supreme necessity of

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comparisons in respect to the organization, agencies, means, methods, contents, standards, aims and results of education in different countries and states. "This is a subject which can no more be known without being treated comparatively, than anatomy can be known without being treated comparatively."

In accordance with this view, it is very properly made the duty of the Superintendent, by your regulations, to keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the advancement of the public schools in this city.

This duty I have considered one of the most important assigned me, and I have endeavored to perform it with the utmost fidelity, so far as it could be done, without visiting foreign countries. It has been no less my pleasure than my duty to compare and collate the history, progress and condition of education in different foreign countries, as well as in the different States and cities of our own country, in order to render my services more valuable in promoting the interests of our schools. And this I say, because I wish it to be understood by every member of the Board, that what I say to them in my reports is carefully considered, in the light, not only of personal experience and observation, but also in the light of the results of the experience and observation of others.

ELEMENTARY EDUCATION.

Our system of public schools nominally comprises three grades of instruction, but in reality only two,

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the elementary grade, including both the Primary and Grammar Schools, and the higher or secondary grade, embracing all the different High Schools. The line of demarcation between the Primary and Grammar Schools is an arbitrary one which was adopted merely for sake of convenience in the organization and management of the schools. It is not known to the law, and has no important significance in respect to the age, instruction, or destination of pupils. All the pupils of the Primary Schools are expected to pass into the Grammar Schools, and this expectation is practically realized.

But the distinction between the Grammar School grade and that of the High Schools is real and important. Here is the dividing line between the two grand divisions of education, namely, elementary and higher. The latter has various departments and stages. It comprises secondary and superior education, liberal and technical, or professional. The curriculum of the Grammar School completes the elementary stage of education. Its instruction is instrumental and rudimentary. The branches taught in the High School constitute not only a higher stage of instruction, but a radically different one. Its instruction is literary and scientific, introducing its pupils into the sphere of liberal culture, or it is technical, leading to professional pursuits. While the door of the High School is, and should always be, open for the free admission of all qualified comers, the great mass of pupils are, by their circumstances in life, prevented from entering. Hence another distinguishing characteristic of the High School: it is practically the school

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for the few, the minority of pupils. In view of this fact, the High School is sometimes unjustly stigmatized as the aristocratic school, while the elementary school is claimed as the only true democratic school; whereas the American *free* High School is peculiarly a democratic institution. It gives the poor man's child what he would not otherwise have, — a chance with the rich man's. The elementary school, on the other hand, is not for a minority of children, nor for any class, however large, but for all, up to the prescribed limits of age and attainments. Its course of study comprises those subjects of instruction which are deemed essential for all children, without regard to their social condition or their future occupations. It is the minimum education to which every child is supposed to be entitled as a preparation for usefulness in the community where his lot is cast. It is designed to afford that elementary knowledge and skill which every citizen needs, whatever his calling may be. It is the common-school education. It is the base of the educational pyramid.

Remembering to whom these remarks are addressed, I am fully persuaded that it would be a waste of words to enlarge upon the transcendent importance of securing to every child in the community a good elementary education. It would be equally useless to attempt a comparison between the higher and lower grades of instruction in respect to their value as agencies in promoting the welfare of the community. Who would venture to estimate the value of either? Both are of incalculable value and importance. Besides, they are indispensable to each other.

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Superior instruction is the source of popular education. Our common schools were founded by colonists from the universities of the mother country, and their present efficiency depends mainly upon the high schools and colleges. The pre-eminent success of popular education in Germany would have been impossible without the influence and labors of the enlightened classes sent out from the unrivalled universities and secondary schools of that country. To sacrifice higher education to the common school is to kill the hen that lays the golden egg. Nor can the College or High School say to the Elementary School, I have no need of thee. The people's school is the nursery of the university. Here, from among the mass of common minds, the germs of genius and force are developed, and led out from obscurity and poverty into the sunlight of hope. Thus the best material for high culture is made available, the higher seminaries of learning are furnished with meritorious students, the community is enriched and civilization advanced. Daniel Webster said he did not know how he could have gone to college but for the poor little district school of his neighborhood. No system of education is truly solid and sound and democratic which does not make it possible for the child of superior merit, however poor, to mount to the highest round of the educational ladder.

An examination into the nature and history of elementary education will make it evident that there is no necessary or permanently fixed limit to what we call a common school or elementary education. It is wholly conventional in its character. This

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education in Boston to-day is the average result of the present public opinion of this community in respect to this matter. It is very different from what it was two hundred years ago, and this difference is owing to the change which has taken place in the wants and circumstances of the people.

In the first public act of the Massachusetts colony (1647), requiring the establishment of schools, it was provided that the masters of High Schools should be "able to instruct youth so far as they may be fitted for the university;" but *reading and writing* were the only branches prescribed for the common schools. Since this early period, the standard of elementary education has been from time to time, and by slow degrees, raised to meet the growing wants of an advancing civilization, until now every city and town in the Commonwealth is required by law to maintain "a sufficient number of schools for the instruction of all children who may legally attend school therein, in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, drawing and good behavior." In addition to these essential subjects, certain discretionary subjects are enumerated in the statute: "algebra, vocal music, physiology and hygiene shall be taught by lectures, or otherwise, in all the public schools in which the School Committee deem it expedient."

To such a height has the legal standard been raised, from simple reading and writing. But it has been decided by the Supreme Court of the State, that the statute only prescribed the minimum of instruction below which the schools shall never be suffered to fall,

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but that it allows any town to rise as high above this lowest limit, as in its discretion, fairly and honestly exercised, it may deem best. I remember to have taught, in my youth, in country district schools, at different times, algebra, geometry, trigonometry, surveying, political economy, natural philosophy and Latin.

The history of public education in Boston reflects very distinctly the progress of public opinion during the period of two centuries, in respect to the development and expansion of elementary education. At first, the prescribed branches were reading, writing, and ciphering, the instruction even in these being of the meagerest description. Spelling was as yet not taught as a branch distinct from reading, for there were no spelling-books, and there was no standard of orthography. Our fathers were fortunate that they did not have to master spelling, else they could not have found time to subdue the wilderness. Soon after the close of the Revolutionary War the standard of education was advanced. Something in the nature of a programme of studies was adopted, defining, with some distinctness, the extent to which the studies should be taught. The new studies introduced were "spelling, accenting, English grammar, and composition." Writing remained without any qualifications, but reading must include both prose and verse, and arithmetic must be taught in all the various branches of it usually taught in the town schools, "including *vulgar* and *decimal fractions*." But this step was regarded by some as too radical! It was feared that these new language studies would

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occupy the time which ought to be given to more practically useful branches, and so the committee were requested, by petition, to allow the boys, during the last of their schooling, to devote *their whole time to writing and arithmetic.* Many years passed without any material change except the introduction of the outlines of geography, and one or two reading books. At length the establishment of Primary Schools, a little more than fifty years ago, greatly strengthened and improved the Grammar Schools. We have a very authentic account of the subjects and methods of instruction in the Grammar Schools, printed in 1823, which is a landmark in our elementary education too interesting to be omitted.

"These schools (Grammar Schools) were separated into two rooms, the upper being occupied for the reading, and the lower for the writing department, the two branches being kept entirely distinct. Each room is provided with a master and assistant [usher], and is calculated to accommodate about three hundred children [probably both rooms together]. From the middle of April till the middle of October, the girls are permitted to attend these schools; half the day being spent in the reading, and half in the writing room, the boys changing in like manner to accommodate them. It being supposed the females would not attend during the inclement season, they are excluded from October to April, when the boys are divided between the two rooms, the highest and lowest classes being separated from the intermediate ones. As writing and arithmetic only are taught in the Writing Schools, the master are selected with special

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reference to their qualifications in these branches; but the law [regulations] requires that the master of the Reading Schools shall have been educated at some college or university, and be a citizen of the United States by birth or naturalization.

"The *Reading* Schools are subdivided into four classes, of which the first is the highest. The two upper classes are under the care of the master, and the two lower under his assistant [one class in the forenoon and one in the afternoon, in both cases]; but they are overlooked and frequently examined by the master. These are generally the most numerous, and attend to nothing but reading and spelling. The second class commit the grammar to memory, and the first apply it to practice [that is, parse]; in some schools the second class are sufficiently advanced to do this. Geography is taught only to the highest class, but as the school are not furnished with any apparatus, less is effected in this study than might be with more facilities. The most promising children are from time to time advanced, and finally reach the first class; from which there is annually made a selection of the best boys, who are transferred to the English Classical [High] or the Latin Grammar School, to perfect what they had already begun, and to pursue more advanced studies.

"In the Writing Schools the exercises are few and simple. The master and his assistant usually set the copies and make the pens at home, or at school out of school hours. In a few minutes after the school commences, the classes in arithmetic, which consist of about one-third of the school, begin to write. The

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scholars bring out their writing-books, and present their exercises for examination, and themselves for instruction, two or three times before their exercise is completed. If the exercise is not satisfactory when finished, another is required, and so on till one is accepted. After the arithmeticians have done writing, which is generally in about an hour from the opening of the school, their books are closed, and the residue of their time is devoted to arithmetic. While the two first classes are thus employed in writing, the teachers are engaged in examining their exercises, mending their pens, or hearing the boys, *who do not cipher*, repeat the tables and rules in arithmetic; for as soon as the upper classes begin to write, the lower classes are taken out to commit to memory such tables and rules in arithmetic as are proper to prepare them for that study. These take their turn at writing when the upper classes have done. Thus all have employment for the whole of school hours. Some use of the system of mutual instruction is also made in the writing schools. On the first Tuesday of each month it is customary for the scholars to take places according to merit. The first scholar has the privilege of choosing a seat for the month, and, likewise, of selecting two or more *young* scholars to sit near, whose studies he overlooks, and for whose improvement and good conduct in school he is responsible. The next scholar does the same, and so on, as far as they are qualified to teach others. When we consider how many children are under the care of each master, we are naturally led to fear that but little attention can be shown to each individually, and con-

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sequently little progress made; but the great number of distinguished citizens, who have received no other education than our public schools afforded, is the best proof of their utility."

This account of the subjects and methods of instruction as they existed in our Grammar Schools fifty years ago, is taken from "The Prize Book of the Publick Latin School in Boston," for 1823. It was probably written by one of the Grammar School masters. At any rate there can be no question as to its authenticity. It is a precious scrap of our educational history. It gives us a clear idea of the standard of elementary education at that time. I find no difficulty in admitting the immense utility of such an education, because such an education is so much better than none at all. The advocates of a very limited course of study for common schools will doubtless be ready to affirm that what the schools of that day wanted in variety of subjects of instruction was made up by the thoroughness of the knowledge acquired in those branches pursued. Nothing could be further from the truth. The account of the methods and precedure above quoted affords sufficient evidence of the utter impossibility of such a result. A very few of the brightest pupils left the schools with a good degree of skill in penmanship, a fair knowledge of arithmetic, reading and spelling, and a little smattering of the technicalities of grammar; but the great mass of the pupils ended their schooling without having made any considerable progress in any one of these branches. There was then no such thing known as any exercise in writing,

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except in the copy-books. There was no practical spelling whatever, no mental arithmetic except the multiplication table, little or no instruction in the theory or principles of arithmetic. Writing was taught as a purely mechanical art. There was no vocal music, no drawing, no object teaching, no instruction in geography worthy of the name; no vocal training, no physical exercises, no writing of compositions, and no instruction whatever in the elements of science. But the cowhide and ferule were not wanting; and they were indispensable requisites in such a system of schools. I hear it said that the extent of the use of the ferule is always in an inverse ratio to the degree of skill and capacity of the teacher. But this is only a half-truth. All the circumstances in which the teacher is placed must be taken into the account. With the classification, accommodations, and the studies of the period in question, the ferule has to be brought into use, not only to preserve order, but to secure the performance of the tasks on the part of the pupils. It is the system of education which determines to a very great extent the necessity of the rod. The free use of the cowhide in the schools of the old type should be taken, not as evidence of the inhumanity of the masters, but as proof of the imperfection of the system which the masters had to carry on.

In this connection I must mention a curious and interesting fact for the consideration of a certain class of fault-finders who have taken it as their peculiar mission to complain of the extravagance of the School Committee, and represent them as incompetent

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to appreciate the value of money. It is this: *the cost of maintaining the public schools fifty years ago was upwards of one* QUARTER *of all the expenditures of the city, whereas now it is only one* EIGHTH. In other words, the expenses of the other branches of the city service have in the aggregate increased twice as fast as the expenses for schools. This great relative economy in school affairs is the result of the adoption by the School Board, from time to time, of wise and comprehensive measures of improvement in the organization and arrangements of the different departments of the system.

The superiority of the present condition of our schools over that of fifty years ago has been brought about by the introduction of improved methods and appliances of instruction. We have made great progress; there is no doubt of that. Probably our relative standing is better than it ever was at any former period. But while we may regard with some degree of satisfaction what has already been achieved, no one, I trust, will admit that our efforts for advancement should be in any degree relaxed.

I find around me conflicting opinions, not only as to what should be the aim in education, but also on the details of means and methods. I am often button-holed and lectured by persons holding opposite and extreme, and, what seem to me, one-sided views on educational matters. In this way I am sometimes entertained and instructed, and sometimes not. I am, on the whole, rather fond of hearing what the enthusiast and the man of one idea has to say. Such men are not to be followed or imitated, but they are

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very valuable for their suggestions and for their stimulating effect. Here is a man, on the one hand, who thinks we are ruining the rising generation by an excess of book learning; that we are over-educating the children of the poor; that we are thus creating in them tastes and wants which will make them discontented and unhappy. My answer to this man is, that if these poor children were clothed and boarded, as well as taught, at the public expense, there might be some danger in that direction; but, for one, I have no fear that poor people will voluntarily incur the expense of maintaining their children at school, to an injurious extent. It is possible that there may be some individual cases of this sort, but we cannot adapt our system to suit all exceptional cases. We must aim to do the greatest good to the greatest number. Within the range of my observation, the poor are everywhere suffering, not from an excess of knowledge, but from an excess of ignorance. I believe knowledge is power for the poor as well as for the rich. The idea of giving the children of the poor a poor education, that is, a little mechanical reading, writing and ciphering, seasoned with a little of Bible history, has been for many years in vogue in England. But the wisest friends of education in that eminently practical country have come to the conclusion that this theory is not sound. Its results have not been satisfactory. The American idea is to give free *tuition* to all classes, as far as they desire to receive it; or, rather, this is what all classes are pretty well agreed on providing at the public expense.

Another intelligent and philanthropic person who

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desires to aid in improving our education, comes and recommends very earnestly the introduction into our schools of some branches which are more practical than those now taught. Well, I say, I am strongly in favor of practical education; that is just what I am trying to make our education. Will you be so kind as to tell me what you mean by practical education, for I find a great diversity of opinions about the signification of the word "practical" when joined to the word "education"? He then proceeds to explain, by saying that a practical education, in his view, is an education calculated to fit a boy or girl to get an honest living on leaving school; that it includes instruction in useful arts and trades; that there should be rooms in the school-house, furnished with tools and superintended by skilled foremen, where the pupils should devote a part of their time to mechanical employments. Being requested to be still more specific, and to name some trade, or trades, which he would have the boys taught, he designates shoemaking and cabinet-making. He is not able to point to any successful experiment of the sort, but thinks Americans should make precedents, instead of following them. To this suggestion, of course, every American who believes in the fourth of July gives his unqualified assent. Still, it sometimes does no harm, to say the least, when a very important practical question is under consideration, to take a glance at what has been elsewhere said and done about it. So, at the risk of seeming very unpatriotic, I venture to take down a volume and read the following paragraph from a work upon education, by Phillippon de

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la Magdelaine, published in France about ninety years ago, the question under consideration being precisely the same as that we are now discussing, namely, "*Ought* trades to be taught *in the schools* to the children of the people?"

"It is necessary either to choose one trade or to choose several. Now to teach the same trade to all would be to thwart the inclination of many children, and the inclination ought to be consulted in the choice of occupations, because one does with success only what one does with pleasure. It would be to frustrate the plans of parents whose condition in life and whose preferences ought certainly to be taken into consideration. It would also thwart our plan of education, the aim of which is to render the children of the people fit for all the occupations which fall to the lot of this class of citizens.

"On the other hand, how is it possible to teach different trades without multiplying infinitely the expense of the schools, owing to the necessity of multiplying the number of the masters? And, besides, to what trade can you train a child from five or six to eleven or twelve years of age? Is it not better, by promoting the development of his limbs and giving him activity and strength, to render him capable of pursuing any calling? Not that he should know any one trade, but that he should be fit for all, — this is the essential thing. Then, at the termination of his schooling, he will easily form himself for whatever his taste or circumstances give him an inclination."

These reasons, which seem to me very sound, notwithstanding their age and foreign origin, made little

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impression, I observed, upon my visitor. And so I asked, "You have read the able report on this subject by M. Ph. Pompee?" — "Never," he replied. "Well," I continued, "it will not take long to do so. It is quite brief. It is not American, it is true, but is recent enough, and it is a clear résumé of the subject. It mentions the failures of the attempts to put 'the work-shop into the school,' and shows how it is practicable to place 'the work-shop by the side of the school,' by the adoption of the English half-time system. The plan is simply this: Open special schools where boys of a certain age are permitted to attend one part of the day, the other part being given to work as apprentices in shops established for the purpose, or in the regular mechanical establishments of the neighborhood. Two sets of boys could attend the same school. The instruction might bear as far as practicable upon the occupations of the pupils." Of course, it was a pleasure to me to lend my visitor Mr. Pompée's report.

This excellent gentleman had but just retired, when I was honored with a call from a lady of the highest respectability, who begs to know how the industrial education of girls is getting on in the Boston Public Schools. She is thoroughly convinced that something ought to be done to remedy the present lamentable deficiencies in the practical education of girls. I try to express my pleasure at finding that there are good people who care enough about the right education of poor children to climb so many stairs to my office, and assure her that I am all ears to any one who will take the trouble to tell me anything about education. Not that I find it so

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very difficult to discover faults and defects myself, as that is an easy task, and demands but little talent, or experience, or study, but the thing wanted is wisdom to plan and carry into effect real, true remedies. This matter of industrial instruction in our schools is in the hands of an able Special Committee of the Board, who will doubtless give the subject a thorough examination. In the mean time, sewing is being taught in the lower classes of the Grammar Schools, better than formerly, and, for one, I am in favor of extending needle-work, now taught in the lowest classes of the Grammar Schools for girls, through all grades of our schools for girls, and of making it a condition of graduation that a girl should be thoroughly trained in cutting out as well as in sewing. This statement, I was happy to find, really pleased my caller, who innocently imagined that what was believed to be good by the Superintendent would certainly at once be put in practice. But I hastened to enlighten her on this point by relating to her some experiences in connection with measures for improvement, which from time to time have been proposed and at length carried out. The excellent lady, apparently thankful for even so little encouragement from an official whom she had probably imagined to be an incorrigible conservative, expressed the hope that this *reform* would be speedily adopted, and then gracefully retired. I noticed particularly her emphasis on the word "reform," and pondered on it for a while. On reflection, it occurred to me that I had not been in the habit of using this word very freely. This may be the reason that some imagine me to be opposed to progress.

After this interesting interview, hardly a day

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passed before I chanced to meet two extremely intelligent and earnest ladies who are much devoted to the movement for the amelioration of the condition of women. The topic of school improvement is broached, and my plan for the industrial training of girls in all the mysteries of needlework is set forth, with the confident expectation of a cordial approval; but no; they were most emphatic in their denunciation of the scheme, and entreated me not to urge its adoption. They wanted women emancipated from the servitude of the needle. Men did not make their own clothes, and why should women? Girls needed all the school time they could get for their intellectual education; and, besides, if their minds were well disciplined and trained by a thorough education, they could very easily pick up the skill they needed in sewing and cutting out. Both adduced their personal experience in support of their theory. But while they were opposed to my proposition, they were by no means of that class who content themselves with opposing the plans of others without offering any suggestions of their own. Their remedy for the evils and defects of the schools consisted in placing women on the School Committee, and raising the salaries of female teachers. Not having time to discuss this platform, as I had an engagement to fulfil, I was obliged to end the interview.

I went on my way in rather a nonplussed condition of mind. I had been innocently indulging the hope that if women were put into school committees they would not only favor the instruction of girls in plain sewing, but that they might even advocate the

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teaching, in the upper schools, of ornamental needle-work, as a branch of art-education. But I am now told by ladies representing the advance-guard of the reformers of female education, that the needle is the symbol and badge of slavery and degradation of women, and that, as such, it must not be allowed a place in school education.

Being an honest seeker of truth, or at least imagining myself to be such, and appreciating very highly the privilege of listening to the instruction of learned and wise men, I make a point of attending a meeting where a truly great man is to speak to teachers on education. I am charmed and edified with what he says of the importance and the ways and means of teaching in our elementary schools the rudiments of natural science. *Every Primary School, he says, must have its little museum of natural history.* That sentence I felt sure would live and be quoted the world over, for he who uttered it was the very best authority in such a matter. He then goes on to depreciate the value of the study of words, and finally declares that the study of English Grammar should be abolished as a useless waste of time. Here the query naturally arose, whether a man who was an acknowledged authority in one department of learning is equally entitled to respect as an authority in those branches which are outside his specialty? But, curiously enough, the renowned scientist was immediately followed by a master of philological learning, in an elaborate, charming and instructive address illustrating the transcendent importance of the study of words as a branch of education, and advocating a thorough course of

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grammatical training. As he ended his discourse, of reason, grace, learning, wisdom, all compact, he left the conviction on my mind that a man who could use words so well and so wisely must be good authority on the study of words.

At a meeting held in this city a few days ago, of an association for the improvement of female education, composed of highly cultivated ladies, one of the speakers, a gentleman of high distinction, in his enumeration of the studies most desirable for young ladies, omitted altogether both the Latin language and botany. He was followed by the distinguished president of a young but famous university, who vigorously maintained that Latin and botany were precisely the branches of all others which it was important that young ladies should study.

It would be easy to multiply illustrations of contradictory opinions and theories in respect to the subjects and methods of education. Now the practical inference, as it seems to me, to be drawn from the fact that intelligent persons differ so widely on these matters, is not that there is no solid educational ground to stand upon; but that amidst the conflicting views of the advocates of different plans and measures, it is important to exercise a wise discrimination in determining what course to pursue. A man may be a profound scientist or learned scholar without being a wise adviser in regard to the practical details of instruction. Isolated individual experience does not go for much in settling an educational question. What we want is the results of *learned experience*, — the experience of experts who have largely studied

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the history and philosophy of education. When one comes to offer a new educational plan, it is proper to inquire into his credentials. If he claims to be a practical man it is important to ascertain in what matters he is practical, for a man may be very practical in house-building and not at all practical in mind-building. In other words a man is practical in what he understands, and he is not practical in what he does not understand.

The members of the Board will readily perceive that in what has just now been said I have had in view a class of outside critics, who suggest numerous improvements for our schools without taking the trouble to inquire into their actual condition, or their history, and without any very reliable knowledge of educational experience elsewhere. One of these well-meaning persons, who probably never saw the inside of one of our school-houses, lately expressed deep regret at the recent multiplication of the requirements in our Grammar School. A few minutes' conversation revealed the profoundest ignorance, on the part of this critic, not only of the actual requirements, but of the requirements of past years as well.

Having already presented the meagre programme of fifty years ago, I will here quote the course of study for the first class of the Grammar Schools as it stood in 1844, so that any one may see just what change has taken place in the period of twenty-eight years, in respect to the text-books used, and the subjects of study for the *first* or *highest class* of Grammar Schools.

"Emerson's National Spelling Book; Goold Brown's

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First Lines of English Grammar; Olmsted's Rudiments of Natural Philosophy and Astronomy, or Parker's Compendium of Natural and Experimental Philosophy; Woodbridge's Geography and Atlas; Pierpont's American First Class Book; Worcester's Elements of General History; exercises in composition and declamation; writing; penmaking; North American Arithmetic, Part Third; Robinson's Bookkeeping.

"Members of the first class who shall have nearly completed the course of exercises in Arithmetic may be instructed in Algebra and Geometry. The following studies and books may be introduced at the discretion of the master: —

"Smellie's Philosophy of Natural History; Goold Brown's Institutes of English Grammar; Whately's Rhetoric; and Parker's Exercises in English Composition."

If we consider that in the above schedule of studies, the text-books are named without any indication as to the extent to which they are to be learned, the inference from the absence of limitations being that the entire text-books were to be studied, it is evident that in our new course of study, which is now in force, decided progress has been made during the past twenty-five years, in adapting the work of the schools to the capacities and wants of the pupils. In preparing the programme, at the request of the Committee on Text-books, no authority was given me to make any change either in the text-books in use, or in the required subjects of instruction. Indeed, there was little need of change in any one of these respects, so well and wisely had the Committee on Text-books

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done their duty, in the previous years. The problem was to determine in what way the text-books were to be used, what portions of them were to be omitted, and what portions to be taught; to arrange the order of the studies, and fix some reasonable limitations in each, beyond which pupils should not be expected to go, and to define, for the sake of classification, the several steps or grades of the course.

We were tardy in undertaking this work. For want of it we were relatively losing ground in respect to the handling of the studies in the Grammar School department of our system of elementary education, while in the Primary department we occupied an advanced position. But by delay we had, on entering upon this new step, the advantage of the results of the labors of many able hands that had been engaged upon the framing of study-plans for elementary schools. With this advantage in our favor, we ought to have been able to lay out a better course than had been previously devised elsewhere.

Ever since the programme was adopted, the workings have been the special object of my attention, while, at the same time, constantly getting all possible information about the ideas and plans of the wisest and most practical men all over the world who are dealing with the same problem, that is, the right ordering of *elementary education*. And the result is that I am unable, as yet, to point out any feature which would be materially improved by a change. Still, in my mind, it is not to be regarded as a finality. Experience will doubtless suggest improvements. But what is wanted is an honest and sufficient trial,

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for three or four years more at least, before its legitimate fruits will be fully developed.

I have already alluded to the importance of comparisons in educational matters, and I shall take this occasion to make a practical application of the principle by quoting from the recent doings of the School Board for London. This body, consisting of forty-nine members, was elected on the 29th of November, 1870, in pursuance of a special provision of the Elementary Education Act, which received the assent of the Queen on the 9th of August of the same year, and which is intended to secure to the people of England and Wales the advantages of a complete system of elementary schools. The great interest attaching to the doings of the London Board results not from the experience of its members in developing or administering a great municipal system of common schools, but from their exceptional character in respect to ability and learning, and from the fact that, unhampered by tradition or routine, they have availed themselves of the light derived from the experience and wisdom of foreign countries to an extent unknown in any similar undertaking. A sqecial Committee of fifteen members, Professor Huxley being the Chairman, was appointed to submit a scheme of education. This Committee has made its first report, which is evidently the result of the most careful and thorough study of the subject This report classifies the schools into *Infant Schools*, for children below seven years of age; *Junior Schools*, for children between seven and ten years of age; and *Senior Schools*, for older children. It is not

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expected, however, that children will be taught in these schools who are over the age of thirteen years.

It is recommended that the Infant Schools be mixed [boys and girls being taught in the same classes]; that the Senior Schools be separate or unmixed; while in regard to the Junior Schools no general rule in this respect is laid down.

It is concluded that the period during which the children are under actual instruction in school should be five hours daily for five days in the week.

Vocal music and drill are to be taught in every school during the period devoted to actual instruction.

The recommendation in regard to corporal punishment is substantially the same in spirit as our regulation relating to the matter.

The subjects of instruction recommended for the several grades are as follows:—

"INFANT SCHOOLS.

a. Morality and religion.

b. Reading, writing, and arithmetic.

c. Object lessons, of a simple character, with some such exercise of the hands and eyes as is given in the 'Kindergarten' system.

In addition, the general recommendations respecting music and drill apply to Infant Schools, in which singing and physical exercises, adapted to the tender years of the children, are of paramount importance.

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JUNIOR AND SENIOR SCHOOLS.

We recommend that certain kinds of instruction shall form an essential part of the teaching of every elementary school; while others may or may not be added to them, at the discretion of the managers of individual schools, or by the special direction of the Board.

A. Essential subjects.

a. Morality and religion.

b. Reading, writing, and arithmetic: English grammar in Senior Schools; with mensuration in Senior Boys' Schools.

c. Systematized object lessons, embracing in the six school years a course of elementary instruction in physical science, and serving as an introduction to the science examinations which are conducted by the Science and Art Department.

d. The History of Britain.

e. Elementary geography.

f. Elementary social economy.

g. Elementary drawing, leading up to the examinations in mechanical drawing, and to the art teaching of the Science and Art Department.

h. In girls' schools, plain needlework and cutting out.

B. Discretionary subjects, which may be taught to advanced scholars.

a. Algebra and geometry.

b. Latin, or a modern language."

The noticeable features of this schedule are the prominence which it gives to *elementary instruction*

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in physical science, placing it before history and geography in the order of precedence, and the admission of *Latin, or a modern language*, as optional branches, since the course is intended only for pupils ranging from seven to thirteen years of age. There was a difference of opinion in the Board about some of the discretionary studies, and I have not learned the final result of the discussion of the subject.

This report affords the strongest possible endorsement of our own course of elementary instruction. To a pupil or a teacher of the "old school," who has not kept up to the times, it will appear to be altogether extravagant, in respect to the number of subjects of study required. But this is not the case. In the first place, two studies do not require twice the labor of one; and then some branches, such as singing and drawing, hinder progress in other branches very little, if, indeed, they are not a positive help. The modern facilities and appliances for elementary teaching, such as classification, and apparatus of various kinds, have vastly increased the teacher's power of imparting and the pupil's power of acquiring. I will mention only one — *the blackboard*, which is to teaching what steam is to transportation. I would say, in the words of a good authority, "*Let us try what conscientious and intelligent teaching can do, before we presume to decide what cannot be done.*" And in what does conscientious and intellgent teaching consist? It consists in two things: First, in the exercise of good judgment in determining what to teach and what not to teach, at each step, in the

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several branches; and, second, in the use of economical methods.

Who have been our guides as to *what to teach in each branch? Compilers of text-books!* Mr. Historicus compiles a history of the United States for general use, for the market of the whole country. He is compelled to embrace in it the details of the colonization, and so forth, of every State. And so of geography. Our children have been crushed down under an intolerable load of geographical rubbish, simply, because it has been printed and put up between the two covers of a book! And so of arithmetic, and grammar, and spelling. It is not the books that I so much blame; it is the wrong use made of them that I complain of.

But there is no less room for economy in the method, than in the choice and limitation of the matter, of instruction. I have seen, in one school, children kept for weeks poring over a few pages of elementary geography, to no purpose, for the want of conscientious and intelligent teaching; while in the next school, by a judicious use of the globe, the wall map, the blackboard, and the text-book, the children were soon made quite *intelligent* on the subject of geography; and, what was more, were greatly interested in the study. Illustrations of this sort, without number, might be produced.

Now it is the object and design of our Grammar School programme to make it practicable for our teachers to omit the useless parts of their text-books, and to teach all the branches in a reasonable and

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intelligent way. It is based on the assumption that if all the branches therein required to be taught are properly apportioned and properly handled, the results will be reasonably satisfactory. It assumes that it is better to know something of the history of England, than to know everything of the history of New Jersey or Connecticut; that it is better to know something of the elements of physical science, than to know how to locate every village and mill-stream in the United States. It assumes that it is better to be able to write a decent letter, than to be able to get a hundred per cent. in spelling a list of very hard words. And if in any school the classes are not up to the requirements in any branch, the inquiry should be, first, Is not too much attempted? second, Is the proper time given to it? and, third, Is it taught in the best manner? Before the programme was adopted, unsuccessful teachers were in the habit of attributing their failures to the text-books; now they are very likely to make the programme the scape-goat of their short-comings. Still, in justice, I ought to say that but few such cases have come to my knowledge.

But, as soon as we begin to have the courage to contend that our text-books should not be taken as the standard of what should be taught in each branch, certain objectors come up to confound us by demanding if we are going to give up the idea of THOROUGH teaching. They tell us that we must not take up a study unless we go *through* it, complete it, master it; that any other course makes shallow, superficial scholars, mere smatterers. Applying their doctrine to arithmetic, they would have a child

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drilled on addition until he is able to rival an accountant in adding columns, before he is permitted to know that there is such a process as subtraction; they would have him solve all possible problems involving vulgar fractions, before he is allowed to cipher in decimals. Such an idea of thoroughness, for one, I utterly repudiate. A child should very early be taught to perform the operations not only in the ground rules, but in fractions, both vulgar and decimal, using simple examples and small numbers. As his mind opens and expands, and his reasoning powers are developed, he will in due time easily master the more difficult and complicated applications of these processes. There are two prevalent notions of thoroughness in elementary teaching, both of which seem to me to be erroneous. First, that each *topic* of any given branch must be studied exhaustively before another topic is taken up; as, for example, that the geography of North America must be completely mastered before the pupil is taught anything of the geography of South America. Second, that certain *studies*, as arithmetic, grammar, and geography, must be learned exhaustively before the pupil is taught anything of history, or the elements of natural science. The true method of proceeding is to aim first at a general knowledge of a branch before going into the details. But a general knowledge is not necessarily a superficial knowledge. Stuart Mill has well said, "To have a general knowledge of a subject is to know only its leading truths, but to know these not superficially but thoroughly, so as to have a true conception of the subject in its

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great features; leaving the minor details to those who require them for the purposes of their special pursuit. There is no incompatibility between knowing a wide range of subjects up to this point, and some one subject with the completeness required by those who make it their principal occupation. It is this combination which gives an enlightened public: a body of cultivated intellects, each taught, by its attainments in its own province, what real knowledge is, and knowing enough of other subjects to be able to discern who are those that know them better."

This was said of higher education, but it has its application to elementary education as well. Because some few of the pupils in our schools may become accountants or engineers, and will need in their professions great skill in figures, must the mass of pupils, who will never have any use for an extraordinary amount of arithmetical science, be required to occupy so much of their time on this branch, as to leave no time for acquiring a knowledge of the elements of physical science which would be of use to every one, whatever may be his calling in life?

Our elementary education is well organized. Each master is directly responsible for the teaching in all classes in his district. It is his duty to direct the work of his teachers so that all their labors may be turned to the best account. He is expected to give illustrative examples of the best methods of teaching in all the classes where such examples are needed. He does not imagine his duty to be done when he has given his teachers their classes, and directed them to carry out the programme; he feels

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it incumbent on him to show how the work should be done, in its details. The title of master now means something more than the designation of the head-teacher or the police authority in the school; the master is now bound to be a master of methods, — a real training master. This at least is the ideal of the master's position and duty, and the progress towards its realization is in a high degree satisfactory. In some districts the degree of excellence already reached exceeds my highest expectations.

Respectfully submitted,

JOHN D. PHILBRICK,

Superintendent of Public Schools.

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TWENTY-THIRD

SEMI-ANNUAL REPORT.

To the School Committee of Boston: —

GENTLEMEN, — In conformity with the requirements of your regulations, I respectfully submit the following as my Thirty-fifth Report, the Twenty-third of the semi-annual series.

SUMMARY OF STATISTICS.

FOR THE SCHOOL YEAR ENDING AUGUST 31, 1871.

I. POPULATION.

Population of the city, U. S. Census, 1870 . .		250,701
Number of persons in the city between five and fifteen years of age, May 1, 1871 . . .		45,970
Apparent decrease for the year . .	331	

II. SCHOOLS.

Number of districts into which the schools are grouped for supervision	30
Number of High Schools	5

Latin School, for boys.
English High School, for boys.
High and Normal School, for girls.
Highlands High School, for boys and girls.
Dorchester High School, for boys and girls.

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Number of Grammar Schools		37
For boys, 10; for girls, 10; for boys and girls, 17.		
Increase for the year	1	
Number of Primary Schools for boys and girls .		327
Increase for the year	4	
Number of schools for Licensed Minors . .		2
School for Deaf-Mutes		1
Kindergarten School		1
Whole number of day schools		373
Increase for the year	6	
Number of Evening Schools		11
Whole number of day and evening schools . .		384
Increase for the year	6	

III. SCHOOL-HOUSES.

Number of school-houses for High Schools . .	5
School-rooms, 45; class-rooms, 24; halls, 6; seats, 2,350.	
Number of school-houses for Grammar Schools .	37
School-rooms, 431; halls, 30; seats, 23,842.*	
Number of school-houses for Primary Schools belonging to the city now occupied . . .	63
School-rooms, 333; seats, about 18,000.	
High School divisions in Primary School-house .	3
Grammar School divisions in Primary School-houses	20
Grmmar School divisions in hired buildings .	1
Primary Schools in Grammar School-houses .	28
Primary Schools in Ward-rooms	1
Primary Schools in hired buildings	14
Number of Ward-rooms in Grammar School-houses	2
Number of Ward-rooms in Primary School-houses	4

* Dorchester buildings reckoned as Grammar school-houses, with an average of 50 seats to a room; the other buildings reckoned at 56 seats to a room.

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IV. TEACHERS.

Number of teachers in High Schools . . .		70
Male teachers, 40; female teachers, 30.		
Increase for the year	15	
Number of teachers in Grammar Schools . .		477
Male teachers, 70; female teachers, 407.		
Increase for the year	11	
Number of teachers in Primary Schools . .		328
Male teachers, 1; female teachers, 327.		
Increase for the year	4	
Number of teachers in the schools for Licensed Minors, females		2
Number of teachers in Deaf-Mute School, females		4
Number of teachers in Evening Schools . .		99
Male teachers, 20; female teachers, 79.		
Number of teachers in day schools . . .		891
Whole number of teachers		990
Male teachers, 140; female teachers, 850.		
Regular teachers, 951; special teachers, 39.		
Aggregate increase for the year . . .		40

V. PUPILS.

Average whole number of pupils belonging to day schools of all grades during the year . .	36,174
Ratio of the number of pupils belonging to the schools to population of the city . . .	.14
Ratio of the number of pupils belonging to the schools to school population	.78
Average daily attendance of pupils in all the day schools	33,464
Average daily absence of pupils in all the day schools	2,710
Average per cent. of attendance of all the day schools	92.5
Average whole number of pupils belonging to the High Schools	1,501
Boys, 788; girls, 713.	

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Average daily attendance at High Schools . .	1,430
Per cent. of attendance at High Schools . .	95.2
Average number of pupils to a regular teacher in High Schools	26.3
Average whole number of pupils belonging to Grammar Schools	19,565
Boys, 10,288; girls, 9,277.	
Average daily attendance at Grammar Schools .	18,312
Per cent. of attendance at Grammar Schools .	92.3
Average number of pupils to a regular teacher in Grammar Schools	43.2
Average whole number belonging to Primary Schools	14,977
Boys, 8,081; girls, 6,896.	
Average daily attendance at Primary Schools .	13,614
Per cent. of attendance at Primary Schools . .	89.4
Average number of pupils to a regular teacher in Primary Schools	45.8
Average whole number belonging to the schools for Licensed Minors	78
Average daily attendance at schools for Licensed Minors	66
Average whole number belonging to School for Deaf-Mutes	35
Average whole number belonging to Evening Schools	1,666
Average attendance at Evening Schools . .	1,037
Average whole number belonging to Evening Drawing School	380
Aggregate whole number belonging to day and evening schools	38,220

VI. EXPENDITURES.

Salaries of Officers of School Committee and Truant Officers	$22,022 11
Salaries of teachers, High Schools . . .	100,820 04
Grammar Schools . .	466,590 39

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Salaries of teachers, Primary Schools		$227,110 23
Licensed Minors' School		1,400 00
Deaf-Mute School		3,386 67
Evening Schools		16,694 00
Kindergarten School		343 33
Whole amount of salaries of teachers		816,344 66
Incidental expenses, High Schools		27,910 22
By Com. on Public Buildings	$19,587 49	
By School Committee	8,322 73	
Incidentals, Grammar Schools		168,834 10
By Com. on Public Buildings	122,058 71	
By School Committee	46,775 39	
Incidental expenses, Primary Schools		96,488 27
By Committee on Public Buildings	88,770 49	
By School Committee	7,717 78	
Whole amount of incidental expenses, including salaries of officers		315,254 70
Amount of current expenses for High Schools		128,730 26
Amount of current expenses for Grammar Schools		635,424 49
Amount of current expenses for Primary Schools		323,598 50
Whole amount of current expenses for all the day and evening schools and salaries of officers		1,131,599 36
Expenditures for school-houses and lots		443,679 71
TOTAL EXPENDITURES FOR ALL SCHOOL PURPOSES		1,575,279 07

Cost per scholar based upon the average whole number belonging: —

For tuition,	
High Schools	$67 16
Grammar Schools	23 84
Primary Schools	15 16
For incidentals,	
High Schools	18 52
Grammar Schools	8 63
Primary Schools	6 44
For tuition,	
All day schools	22 11
For incidentals,	
All day schools	8 71

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For both tuition and incidentals,		
All day schools		30 82
Whole amount appropriated by the City Council for salaries, and ordinary or current expenses of schools for the financial year, *beginning* May 1, 1871		$1,204,500 00
Distribution of the appropriation: —		
Salaries of officers . .	$22,500 00	
Salaries of teachers . .	875,000 00	
Incidentals, — Committee on Public Buildings . . .	$240,000 00	
Incidentals, — School Committee	67,000 00	
Total amount of appropriations voted by the City Council for 1871–72		9,900,743 00
Amount assessed for State, County, and City taxes for the financial year 1871–72 . . .		7,790,444 00
Ratio of the amount appropriated for the *current* expenses of the Public Schools, to the total amount of appropriations of the city for the year 1871–72		.12+
Ratio of the amount appropriated for the *current* expenses of the Public Schools, to the whole amount to be raised by taxation for the year 1871–72		.15+
Valuation of the city, May, 1871 . . .		612,663,550 00
Per cent. of valuation of 1871 appropriated for Public Schools		.001–96
Valuation of the city, May, 1865 . . .		371,892,775 00
Per cent. of valuation of 1865 appropriated for Public Schools for the year 1869–70 . .		.002–72
Average percentage of the valuation of 1865, of the cities and towns of the State, appropriated for Public Schools, to be expended in the year 1869–70		.003–10
Amount received from the income of the State School Fund		$12,015 14

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PRIMARY SCHOOLS.

The average whole number of pupils belonging to these schools, during the last six months, was 14,793 — boys 8,045, girls 6,748 — against 14,387 for the corresponding six months of the preceding year, the *increase* being 406; the average daily attendance was 13,404, against 12,889; and the per cent. of attendance was 89.4 against 89.3. The number on the register at the close of the year was 14,560.

The whole number of regular teachers in this department at the end of the school year was 327.

The classification of these schools, at the end of the year, was as follows: —

Number of pupils in 1st class	2,459
" " 2d "	2,577
" " 3d "	2,218
" " 4th "	2,059
" " 5th "	2,161
" " 6th "	3,186

The ages of the pupils, at the end of the year, were as follows: —

The number five years of age	2,447
The number six years of age	3,275
The number seven years of age	3,319
The number eight years of age	2,772
The number nine years of age and over	2,747

The above summary of classification is very satisfactory. It shows that the pupils have been carried along into the upper classes as they should be. The

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number in the three upper classes is very nearly equal to the number in the three lower classes. The number in the first class is greater than the average number in the other classes. The summary of ages is also quite gratifying. An accompanying table shows the classification and ages in each district.

The following table shows the number of primary pupils in each district, and the *average number of pupils to a school, or teacher, during the last half year* : —

Districts.	No. of Schools.	Whole Number.	No. to a School.	Districts.	No. of Schools.	Whole Number.	No. to a School.
Adams	9	414	46.0	Lewis	9	425	47.2
Bigelow ...	14	714	51.0	Lincoln	10	508	50.8
Bowditch ..	10	418	41.8	Lyman	7	276	39.4
Bowdoin ..	12	483	40.2	Mayhew ...	7	276	39.4
Boylston ..	6	314	52.3	Norcross...	14	630	45.0
Brimmer ..	12	465	38.7	Phillips	7	282	40.2
Chapman ..	10	459	45.9	Prescott ...	9	458	50.8
Comins	15	811	54.0	Quincy	12	449	37.4
Dearborn ..	17	813	41.8	Rice.....	10	380	38.0
Dorchester	19	890	46.8	Sherwin ...	12	528	44.0
Dwight	6	245	40.8	Shurtleff...	9	410	45.5
Eliot	16	732	45.7	Washington	7	313	44.7
Everett	10	514	51.4	Wells	12	499	41.5
Franklin ..	6	307	51.1	Winthrop ..	9	375	41.6
Hancock ...	19	871	45.8	Training ..	1	44	44.0
Lawrence ..	11	490	44.5	Totals	327	14793	45.2

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It appears that the average number of pupils to a teacher during the last half year was *forty-five and two tenths.* In six districts the average number to a teacher exceeded forty-nine, the standard number prescribed by the regulations.

The following table shows the number of primary pupils in each district promoted to the Grammar Schools, July, 1871, and the average number of promotions to each school in the respective districts: —

Districts.	No. of Schools.	Sent to Gr. Sch.	No. to a School.	Districts.	No. of Schools.	Sent to Gr. Sch.	No. to a School.
Adams.....	9	62	6.8	Lewis.....	9	66	7.3
Bigelow	14	116	8.4	Lincoln....	10	64	6.4
Bowditch ...	10	56	5.6	Lyman	7	47	6.5
Bowdoin....	12	69	6.9	Mayhew ...	7	33	4.5
Boylston....	6	45	7.3	Norcross...	14	96	6.1
Brimmer....	12	66	5.6	Phillips	7	26	3.5
Chapman ...	10	74	7.4	Prescott ...	9	66	7.3
Comins	15	133	8.1	Quincy	12	64	5.4
Dearborn ...	17	94	5.9	Rice.....	10	118	11.8
Dorchester..	19	220	11.1	Sherwin ...	12	34	2.1
Dwight	6	36	6.0	Shurtleff...	9	64	7.1
Eliot	16	102	6.6	Washington	7	58	8.2
Everett.	10	76	7.6	Wells	12	79	6.7
Franklin....	6	50	8.3	Winthrop ..	9	69	7.6
Hancock....	19	101	5.6	Training...	1	....	....
Lawrence...	11	74	6.8	Totals	327	2258	6.9

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The whole number of pupils promoted from the Primary Schools to the Grammar Schools in July, as shown in the above table, was 2,258; the number promoted in March was 2,376; the total for the year was 4,634, against 4,247 for the preceding year; an increase of 387.

During the last year I made a thorough inspection of the Primary Schools, visiting each one at least once. It was my aim to get a correct understanding of the general condition, progress, and management of the whole department. Of course I could not be expected to find out every fault, or to discover every excellence, in each individual school. As my visits were made without previous notice, I saw the schools in their every-day working condition. The result on the whole was very satisfactory. The aspect of the rooms was generally cheery and bright; the pupils appeared active and happy, and the teachers earnestly devoted to their work. Some exceptions were found, but they were not numerous.

Fourteen years ago all the Primary Schools were ungraded, that is, in each school-room there were six grades or classes of pupils. In this state of things the teachers and pupils worked to great disadvantage. And yet I remember very distinctly that my first efforts in favor of a better classification were met with decided opposition. If we go back only ten years, we find that about one fourth of all the schools were still worked with six classes in a room. Now the number of schools where that system exists is only three, or less than one in a hundred. The grading of these schools — the first great step in their improve-

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ment — made every other improvement practicable. That arrangement has been considered as on the whole preferable, which provides for a single grade or class in a room, and yet I regard the classification as good where the number of classes under one teacher does not exceed two.

Ten years ago the number of schools having the sixth class was quite out of proportion to that of the schools having the fifth class, being more than three to one, and the necessity of multiplying schools having the sixth class was urged as an objection to the graded system. The figures above show that now the schools having the sixth class exceed those having the first class only about thirty per cent. The pupils are now promoted with great regularity from the one class to another, at the end of each half-year, and the old evil of keeping many pupils a whole year on half a year's work has been very generally remedied.

In the accompanying statistics will be found a table, showing in detail the present classification in each district. From that table it appears that of the 327 schools,

184 had only one class in each,
100 had two classes in each,
28 had three classes,
5 had four classes,
7 had five classes,
3 had six classes,
33 had the first class only, and
43 had the sixth class only.

In planning the school-houses, regard should be had to our system of classification. It is obvious that

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a building with four, eight, or ten rooms is not adapted to the system, while a building with three, six, nine, or twelve rooms is in harmony with it. In three rooms the six classes would be accommodated by assigning two classes to a room; in six, by placing only one class in a room. In a building of nine rooms the classes would be distributed as in the two buildings containing six and three respectively; and in a building of twelve rooms the distribution would be the same as in two containing six each. The buildings containing six rooms are, in my judgment, best adapted to our system of classification, and our system of classification is excellent.

After these schools were graded, the next important improvement introduced was the new programme, which provided for a systematic and progressive course of instruction. This measure was adopted about eight years ago. The more capable and progressive teachers at once endeavored to comply with its requirements, and every year it has been more and more fully carried out. In one particular, however, it is still too generally disregarded. I refer to the requirements respecting *object teaching*. In many cases even teachers who have been thoroughly instructed in methods of object teaching at the Training School, fail to do justice to this branch. The experiment which has been made during the past eight years has, I think, made it quite certain that oral lessons on objects will not be given in our schools, with satisfactory efficiency and regularity unless some new motive is presented to the teachers. As a general rule, it will be found that

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teachers will more or less neglect those branches on which their pupils are not examined, and which are not reckoned in estimating the merit and standing of their schools. And there cannot be a doubt but that the neglect of object teaching, of which I complain, is due to the fact that the results of the instruction in this branch are seldom inquired into. As principals of the Primary Schools, it is the duty of the masters of the Grammar Schools under the direction of their respective District Committees, to attend to the promotion of primary pupils from one class to another, and if they were to require, as a condition of promotion, that the pupils should pass an examination in *all the branches* specified in the programme, the teachers would then teach all the branches. The expectation of an examination, with due credit for results, is the motive needed by the teachers to induce them to pay proper attention to oral lessons on objects, and this motive could easily be supplied by the masters.

The continuance, during another year, of the experiment with Dr. Leigh's pronouncing type, as a means of teaching the first steps in reading, has confirmed the favorable opinion of its merits expressed in former reports. It is now taught in eleven districts, and in upwards of thirty schools. The use of this method is now optional with the District Committees. But the time is come, it seems to me, when it would be best to make its use in all the districts obligatory. By its judicious and skilful use, from thirty to fifty per cent. of the time now devoted to reading in the Primary Schools might be

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saved. This saving would give ample time for the needed oral lessons on objects.

During the last year drawing has been taught in these schools far better than ever before; still it is, as yet, by no means uniformly well taught.

I am sorry to say that the requirements of the programme in respect to physical training are not generally carried out. Thirty minutes each are to be given to vocal and physical exercises. These exercises should be short, but frequent, especially in the lowest classes. All the teachers have been furnished with copies of Monroe's Manual, and they should regularly exercise their pupils in accordance with the system which it illustrates.

The supervision of the Primary Schools by the masters of the Grammar Schools has produced good results in every district. In some districts, however, the aid rendered by the masters is much more valuable than it is in others. Suppose every master should occasionally give in his Primary Schools illustrative exercises in reading, such as Professor Monroe was accustomed to give at district meetings of Primary teachers. How the labors of the teachers would be lightened! How the progress of the pupils would be accelerated! Everywhere I find the Primary teachers ready to profit by judicious suggestions. They are eager for practical hints. Several masters have done an admirable work in holding meetings of their Primary teachers for the purpose of giving them the needed suggestions and advice. Why should not every master adopt this course?

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GRAMMAR SCHOOLS.

The average whole number of pupils belonging to these schools, during the last half-year, was 19,297 — boys 10,178 and girls 9,119 — against 19,061 for the corresponding six months of the preceding year; the average daily attendance was 17,939, and the per cent. of attendance was 92.3. The whole number of regular teachers in this department at the end of the school year was 452; males 65, females 387. Besides these there were twenty teachers of sewing, four teachers of music, three teachers of drawing, who divided their time between these schools and the High Schools, and for a part of the year one director of vocal and physical culture. The whole number of pupils on the register of these schools at the close of the school year was 16,714, against 15,872 for the preceding, showing that the number withdrawn from the schools to go into the country before the end of the term was largely diminished, in consequence of the change in the school calendar whereby the vacation was made to begin earlier than heretofore.

The classification of the pupils by grades, at the end of the year, was as follows: —

Number of pupils in the 1st class	2,195
" " " 2d "	1,658
" " " 3d "	2,417
" " " 4th "	2,802
" " " 5th "	3,763
" " " 6th "	4,779

The classification of the pupils by ages was as follows: —

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Under eight years of age	93
Between eight and ten years	3,027
Between ten and twelve years	5,947
Between twelve and fourteen years	4,941
Between fourteen and fifteen years	1,596
Over fifteen years	1,110

The accompanying statistical table, from which the above summary of classification is taken, is earnestly commended to the attention of the Committee. It shows the standing of each school in respect to its classification and the ages of its pupils, — two very important elements in determining its condition. It is desirable that the number of pupils in the upper classes should bear a large proportion to the number in the lower classes. If a school has a small number of pupils in the upper classes, and a large number in the lower classes, we should infer that it is not in so desirable a condition as the one in which the number in the upper classes approaches more nearly to the number in the lower classes. If all the pupils who enter the Grammar Schools were to remain until graduation, the number in each class would necessarily be nearly equal. But the actual number of graduates of the Grammar Schools, the past year, is only about one fifth of the number of primarians admitted during the year. As long as this great disproportion between the number of graduates and the number of admissions exists, so long must there be a great disproportion between the size of the upper and lower classes. Now the aim should be — the ideal standard which we should strive to attain — to make the number of graduates *equal* to the number of admissions.

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Or, in other words, we should endeavor to secure to each child a fair elementary education, for that is just what the Grammar Schools are intended to impart. This desirable object may be defeated by the operation of three causes. First, the standard of graduation may be placed too high, higher than can be attained at the proper age for completing an elementary education, and entering upon the practical duties of life. It can be demonstrated, I think, that the present standard, as indicated by the programme, if its requirements are fairly interpreted, is not too high for the attainment of pupils of average capacity at the close of the fourteenth year, and with first-rate management, such management as should be aimed at, the large majority of pupils might complete the course even a year earlier.

Second, the pupils may be withdrawn from school by their parents before they are of the proper age to complete a fair elementary education. This cause is not wholly in the control of the Committee or teachers, although it is certain that, by a proper attention to the matter, teachers may exert a powerful influence in retaining their pupils in school.

Third, through the errors and imperfections in the methods of instruction and in the system of classification and promotion, the pupils may be unduly kept back, so that the classes they occupy are, on an average, below the proper standard for their age. This being the case, a careful examination of the figures in the above summary of classification cannot fail to disclose a state of things which we cannot contemplate with satisfaction. In the first place, the num-

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ber *over fifteen* is nearly as great as the number in the first class. In the next place, the number of children in the two lowest classes is nearly as large as the whole number of children who are below the thirteenth year, or who have not yet reached the full age of twelve; again, the number of pupils who are between twelve and fourteen years, that is, the number of those in their thirteenth or fourteenth year, approaches very nearly to the whole number reported in the two middle classes, namely, the third and fourth. Finally, it appears that the number of children who have not yet completed the studies of the sixth class, is *fifty per cent.* larger than the number of children below ten years of age.

The above statement is the average of all the schools. If we look at the table referred to, containing the details, we shall find that some schools fall decidedly below this average condition, while others rise correspondingly above it. This difference is in part accounted for by the sex of the schools, as girls who have not home lessons ought not to advance as fast as boys who do, and in part by the locality of the school, as in some sections the pupils do not continue in school so long as in others, and their home advantages are not so good. But, after making due allowances for these causes, there is still a disparity which must be accounted for by the difference in the management, or the difference in making the report. At any rate, there is room here, in my judgment, for improvement. In the management of these schools special effort should be made to bring the classifica-

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tion in respect to age into a proper correspondence with the classification in respect to proficiency.

The following table shows the number of teachers and average whole number of pupils, and the average number of pupils to a teacher (not counting the masters' head assistants) in each Grammar School for the half-year ending August 31, 1871.

Schools.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	Schools.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	12	549	49.9	Hancock ...	19	890	49.4
Bigelow.....	19	886	48.1	Lawrence ..	18	874	51.4
Bowditch....	14	573	44.0	Lewis.....	11	513	51.3
Bowdoin.....	12	509	46.2	Lincoln	16	752	50.1
Boylston....	11	415	41.5	Lyman	12	504	45.8
Brimmer....	16	673	44.8	Mayhew....	13	505	42.0
Chapman....	13	488	37.5	Norcross....	15	700	50.0
Comins.....	17	790	49.3	Phillips	13	602	50.1
Dearborn....	16	716	47.7	Prescott....	13	551	45.9
Dorch'r Dist.	31	990	31.9*	Quincy.....	15	649	40.5
Dudley.....	7	243	40.5	Rice	15	559	39.9
Dwight.....	13	576	48.0	Shurtleff....	13	614	51.1
Eliot.....	16	773	51.5	Washington	7	241	40.1
Everett.....	15	625	44.6	Wells.....	10	474	52.6
Franklin....	15	623	44.5	Winthrop...	18	714	42.0
Sherwin.....	17	746	46.6	Totals.....	452	19.297	45.9

* In the Dorchester district no head assistants are *counted out.*

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The following table shows the number of scholars who received the diploma of graduation at the close of the school year, July, 1871, in each Grammar School: —

Schools.	Boys.	Girls.	Total.	Schools.	Boys.	Girls.	Total.
Adams	16	18	34	Lewis	18	21	39
Bigelow	34	..	34	Lincoln	25	20	45
Bowditch	..	13	13	Lyman	15	9	24
Bowdoin	..	26	26	Mather	4	5	9
Boylston	..	..	..	Mayhew	16	..	16
Brimmer	37	..	37	Minot	4	2	6
Chapman	14	14	28	Norcross	..	31	31
Comins	23	22	45	Phillips	17	..	17
Dearborn	15	16	31	Prescott	17	13	30
Dudley	..	23	23	Quincy	13	..	13
Dwight	35	..	35	Rice	41	..	41
Eliot	19	..	19	Sherwin	..	..	..
Everett	..	53	53	Shurtleff	..	30	30
Everett, Dor.	7	11	18	Stoughton	5	7	12
Franklin	..	37	37	Tileston	5	5	10
Gibson	2	6	8	Washington	15	..	15
Harris	8	5	13	Wells	..	24	24
Hancock	..	25	25	Winthrop	..	32	32
Lawrence	31	..	31	Total	436	468	904

Graduating diplomas were first awarded to girls in

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the Grammar Schools, in 1867;* in 1868 they were awarded to both boys and girls, and the following table shows how many diplomas were awarded on that and each succeeding year:—

Years.	Boys.	Girls.	Total.
1867	...	239	239
1868	292	291	583
1869	299	331	630
1870	377	415	792
1871	436	468	904

It will be seen, from the above table, that there has been a rapid increase from year to year in the number of graduating diplomas awarded, the nnmber awarded at the close of the last school year being nearly fifty per cent. above that awarded in 1869.

It is interesting to observe that the number of girls receiving the diplomas considerably exceeds the number of boys, although the whole number of boys belonging to these schools is ten per cent. larger than the number of girls. This diploma system is an undoubted success. Its operation is highly beneficial in more respects than one. While its attainment is an object of ambition in the eyes of all pupils, it is not a competitive prize, like the discarded medal,

* In 1867 diplomas were awarded to girls as follows:—Adams School, 15; Bowditch, 15; Bowdoin, 26; Chapman, 16; Everett, 37; Franklin, 26; Hancock, 24; Lincoln, 11; Lyman, 5; Prescott, 9; Wells, 33; Winthrop, 22.

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within the reach of only a limited and fixed number, and consequently tending inevitably to over-stimulate those pupils who least need such a spur, and at the same time to dishearten those who need encouragement.

It has often been suggested that the examination of the candidates for diplomas in all the schools should be conducted by a special committee. But this plan would not, in my judgment, be an improvement on the way which the regulations, as they now stand, provide, leaving the responsibility of determining the merits of the candidates in the hands of the District Committees. The regulations say that "diplomas should be awarded to those pupils who have, in the opinion of the District Committee, properly completed the prescribed course of study." While the standard of scholarship in any one branch should not be put too high, it is important that the candidates should be examined on *all* the branches required to be taught during the last year of the course.

It affords me the liveliest satisfaction to be able to report that a good degree of progress has been made during the past year in carrying out the new programme of studies for the Grammar Schools, which has been the leading object of my attention for upwards of three years. It was devised and adopted as a remedy for great evils and defects which had been a standing cause of reproach to our system of schools. It was a great measure of economy. Teachers and pupils were working to disadvantage, and hence a large percentage of their time and strength

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was utterly wasted. There was hard work enough, but a great deal of it was unprofitable; it did not pay. The problem was to utilize the forces employed, — the teaching power of the teachers, and the learning power of the learners. We were yearly sending out from the graduating classes many good scholars; but the number was far too low, while the average age, especially of the boys, was too high. The great mass of the pupils admitted from the Primary Schools, never reaching the upper classes, were ending their schooling and going out to engage in the active duties of life with an inadequate education, an education far inferior to what it ought to have been, considering the time and labor expended upon it.

This state of things was often referred to in our school reports, and it was with a view to remedying it that the important change was made respecting the duties of the masters, whereby it was rendered possible for them to act as the real masters and principals of their schools, regulating and directing the instruction and discipline of all the classes, instead of being almost exclusively occupied in drilling the small sections of the most proficient pupils, who were candidates for graduating honors. This was a great step in the right direction, as experience has proved. It increased to a vast extent the efficiency of the organization. But it was not all that was needed to effect the desired reform. It was found necessary to supplement this measure by reconstructing the study-plan. This was at length brought about by the framing and adopting of the course of study which we call the New Programme.

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These two new provisions of our regulations, which have already done so much for our schools, are mutually necessary to each other. With the old chaotic course of study to work with, the masters in their enlarged sphere would have largely wasted their own energies and the energies of their teachers in trying to make brick without straw. And the new programme with the old organization would have been a dead letter, scarcely worth the paper on which it was printed. Fortunately the new wine was put into new bottles. And so it comes about very naturally that when the master most completely fulfils his new functions as principal of his whole school, understanding himself just how every step of each branch, from the lowest grade to the highest, should be handled, and knowing how to communicate his ideas to his teachers, there the best fruits of the new programme are to be found, and *vice versa.*

Here and there, in former reports, I have spoken of the aims, and objects, and nature of this new programme. Instead of enlarging upon these topics at this time, I will enumerate a few good things observed in different schools as samples of what I take to be its fruits: —

1. Carefully written compositions upon appropriate subjects, by every scholar in every class, once a month, throughout the school year.

2. Pupils in the lowest classes writing very good impromptu epistles upon their slates.

3. In a division of boys of the third class, a beautiful set of business papers, such as letters, orders, bills of purchase, receipts, promissory notes, drafts, advertisements, invitations, etc.

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4. As a very common thing, pupils in the sixth and fifth classes capable of writing sentences from dictation with a good degree of accuracy.

5. Classes of boys, not averaging twelve years of age, already possessing a fair knowledge of arithmetic, and full of courage and animation in the pursuit of the study, instead of being found still dawdling away their time over the simple rules.

6. Classes drawing on the blackboard, from memory, large and accurate maps with almost incredible rapidity.

7. Three successive numbers of the series of copybooks written through with proper care, during the first year of the course, instead of one or a part of one, badly executed.

8. The "History of England" *taught*, and not crammed.

9. Vast quantities of geographical rubbish utterly discarded and quite abolished.

10. Reading books *read through* as a means of general culture, instead of a protracted drill on a few pieces, for mere show.

11. Arithmetic *taught*, independently of the textbook, to the edification of pupils, and the comfort of teachers.

12. Grammar, ditto; and the pupils, being asked if they like it, give a very emphatic answer in the affirmative.

These are only a few of the specimens that might be produced. I do not intend to be understood as affirming that none of these things were ever before found in any of our schools. But what I mean to

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say is, that whereas, if such things were found at all under the old regime, they were the exceptional results of very exceptionally good teachers; now they are becoming too common to attract attention.

I find that the general fault in working the programme is to assume that much more is to be done than a fair interpretation would warrant. For example, in going through the spelling-book the first time, it is supposed by some that a high percentage must be obtained on *picked* words, — a very absurd supposition indeed. Too difficult problems in arithmetic are assigned to the lower classes, and too many of them. Too much geographical nonsense is still insisted upon in some schools.

It would be well if all the teachers could know just what is done, and how it is done, in three or four of the best managed schools.

Some teachers say that they should be glad to conform more strictly to the requirements of the programme, if the Committee would examine their schools according to the programme, instead of sticking so closely to the text of the books used. And here I desire to say to the members of the Committee, that if teachers complain of the requirements of the programme as being too hard, it is quite safe to conclude that there is something wrong about the way in which it is worked; either the master requires too much, or the preceding steps have not been properly taught, or the teacher making the complaint has not taken proper pains to find out how to do what should be done.

These schools are making progress. There can

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be no mistake about that. But we must never be content with what has been attained. I am almost bold enough to say that we should regard nothing as done while anything remains to be done. And I find a great deal remaining to be done, in order to secure the best attainable results from the means and forces already provided. Great as the advantages are which these schools derive from the recent improvements in the organization and course of study, they would be greatly augmented by a radical improvement in our method of making promotions. In former reports I have frequently adverted to the necessity of reform in this matter. When the pupils of a class have fairly performed the work required in one step of the programme, they should be immediately advanced to the next step, without waiting for the end of the year to come round, and without waiting for seats to become vacated in some other room, to which they are to be sent. But the common practice, in making the promotions, is something very different from this. In some schools promotions are made on a competitive examination, instead of a pass examination. In some they are made, with little or no regard to examination, on the recommendation of their teacher. Some get a "double promotion," whatever that may be. Some get no promotion at all, simply because the teacher above has a class large enough already. But I do not propose to discuss this topic at large at this time; I only wish to say that our system of promotion, if system it may be called, needs a radical reform.

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HIGH SCHOOLS.

The average whole number of pupils belonging to these schools during the last half-year was 1,501—boys, 788, and girls 713—against 1,211 for the corresponding six months of the preceding year; the average daily attendance was 1,430, and the per cent. of attendance was 95.2. The number of regular teachers was 57; males, 29, and females 28. Besides these there were 13 special teachers of military drill, drawing, music, French and German.

The following table shows the number of scholars who received the diploma of graduation at the close of the school year, in each of the High Schools:—

Schools.	Boys.	Girls.	Total.
Latin	23		23
English High	63		63
Girls' High and Normal regular course		74	74
" " " regular and training courses		7	7
Highlands High	12	28	40
Dorchester High	9	15	24
Total	107	124	231

LATIN SCHOOL.

The average number of pupils belonging during the last half-year was 213, the average daily attendance 199, and the per cent. of attendance 93

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These pupils were taught by one head-master, ten masters, one sub-master, one teacher of the French language, and one teacher of military drill.

The following table shows the number and average age of boys admitted to the Latin School from each Grammar School, and also the number admitted from other sources, during the year ending September 14, 1870: —

Schools.	No. Admitted.	Average Age.	Schools.	No. Admitted.	Average Age.
Adams	5	14.33	Lyman	2	14.75
Brimmer	2	13.70	Mayhew	1	14.50
Chapman	1	14.70	Phillips	6	14.06
Dwight	10	13.48	Quincy	1	13.50
Eliot	1	14.25	Rice	2	12.83
Harris	1	13.06	Other sources...	21	15.16
Lawrence	3	14.69			
Lincoln	5	14.06	Totals	61	14.39

The ages of the boys admitted were as follows: —

Between eleven and twelve, four.
Between twelve and thirteen, four.
Between thirteen and fourteen, ten.
Between fourteen and fifteen, fourteen.
Between fifteen and sixteen, twelve.
Between sixteen and seventeen, five.
Over seventeen, four.

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ENGLISH HIGH SCHOOL.

The average whole number of pupils belonging during the last half-year was 407, against 320 for the corresponding six months of the preceding year, the average daily attendance 394, and the per cent. of attendance 96.8. In my last year's report, I called attention to the interesting fact that the number belonging during the last half of the year showed a falling off as compared with the first half of the year, of only thirty-seven pupils, or about ten per cent., a much smaller proportion than had been withdrawn in previous years. I am happy to observe that the report of the last year is still better, the falling off during the last half being less than *seven per cent.* This is an element of improvement which deserves special commendation.

Sixty-three young gentlemen went out from the school on the day of the exhibition with the graduating diplomas. This large number of graduates is highly creditable to the management of the school. Twenty-one members of the graduating class were selected as worthy to receeive the honor of the Franklin Medal.

I look upon the increasing prosperity of this school with great satisfaction. In its character, aims, and organization it is unique. There is no other school of the same type in America. It is just such a school as is needed. The recent interesting semi-centennial celebration of its founding afforded the most gratifying demonstration of the regard in which it is held by its numerous alumni, and by the community at

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large. It has wholly outgrown its accommodations. Its one need at the present time is an edifice adapted to its present and prospective large proportions, and embodying the modern improvements in school architecture. I want to see this school in a building which has other merits than good carpentry and good masonwork. These are desirable, but more attention should be given to some other elements. It should have spacious, sunny, WELL-VENTILATED rooms, an assembly hall equal to that of the Girls' High and Normal building, a well-appointed gymnasium, and an armory. It should be located on a central and accessible lot, sufficiently large to allow space for a parade-ground. The building should be large enough to accommodate not less than eight hundred pupils, for the time is not distant when it will have that number of pupils, if it continues to be managed wisely, and if the present programme of the Grammar School is carried out, as I trust it will be, and the promotions and classification in these schools are properly reformed. The growth and size of High Schools depend not only on their own character, but also still more largely, perhaps, upon the character and management of the lower schools from which they draw their recruits. I have no fear that there will be too many scholars in our High Schools if the studies in those schools are judiciously selected and arranged, and the instruction is efficient and thorough.

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The following table shows the number and average age of the pupils admitted into the English High School, from Grammar Schools and from other sources, at the examination of candidates, July, 1871, and also how many actually joined the school at the beginning of the school year, September, 1871: —

Schools.	No. adm't'd.	No. joined.	Aver'ge age.	Schools.	No. adm't'd.	No. joined.	Averg'e age.
Adams.....	12	10	14.33	Mayhew	9	8	14.23
Bigelow	39	26	14.55	Phillips.....	16	14	15.32
Brimmer.....	29	25	14.84	Prescott	14	12	14.56
Chapman	8	7	14.90	Quincy	7	5	15.12
Dwight.....	35	30	15.42	Rice.....	35	32	14.61
Eliot	14	10	14.82	Latin.....	2	2	14.10
Lawrence.....	24	19	14.33	Other sources.	29	24	15.02
Lincoln.....	23	15	15.22				
Lyman	11	9	14.83	Totals.....	307	248	14.76

Of those who were admitted, there were,—
Between twelve and thirteen years, five.
Between thirteen and fourteen, sixty-three.
Between fourteen and fifteen, one hundred and six.
Between fifteen and sixteen, ninety-four.
Between sixteen and seventeen, thirty-eight.
Between seventeen and eighteen, one.

From the above table it appears that the average age of the boys admitted was 14.76 years. I regret to find that this average exceeds that of the preceding year. It ought to be considerably less. It will be

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seen that the pupils from four schools averaged above *fifteen* years. The Adams School shows the greatest improvement in respect to age. It ought not to take boys until they are upwards of fifteen years of age to become qualified to pass the examination required to enter this school.

The following table shows the number of graduates in each year since the founding of the school: —

Year.	Number.	Year.	Number.	Year.	Number.
1821.....	..	1838.....	15	1855.....	27
1822.....	..	1839.....	17	1856.....	24
1823.....	..	1840.....	16	1857.....	23
1824.....	15	1841.....	15	1858.....	27
1825.....	28	1842.....	24	1859.....	17
1826.....	12	1843.....	22	1860.....	28
1827.....	17	1844.....	23	1861.....	25
1828.....	..	1845.....	24	1862.....	29
1829.....	18	1846.....	17	1863.....	34
1830.....	17	1847.....	20	1864.....	17
1831.....	9	1848..	23	1865.....	27
1832.....	12	1849.....	20	1866.....	31
1833.....	14	1850.....	33	1867.....	37
1834.....	18	1851.....	32	1868.....	41
1835.....	11	1852.....	22	1869.....	44
1836.....	15	1853.....	29	1870.....	61
1837.....	13	1854.....	26	1871.....	63

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The following table shows the whole number belonging in the month of February of each year, from 1824 to 1871:—

Year.	Number.	Year.	Number.	Year.	Number.
1824.....	121	1840.....	105	1856.....	152
1825.....	121	1841.....	120	1857.....	144
1826.....	128	1842.....	150	1858.....	160
1827.....	132	1843.....	170	1859.....	156
1828.....	141	1844.....	149	1860.....	169
1829.....	114	1845.....	152	1861.....	171
1830.....	129	1846.....	143	1862.....	175
1831.....	134	1847.....	141	1863.....	174
1832.....	111	1848.....	156	1864.....	174
1833.....	112	1849.....	183	1865.....	200
1834.....	128	1850.....	193	1866.....	230
1835.....	125	1851.....	195	1867.....	264
1836.....	131	1852.....	176	1868.....	271
1837.....	115	1853.....	170	1869.....	309
1838.....	115	1854.....	159	1870.....	346
1839.....	104	1855.....	162	1871.....	428

GIRLS' HIGH AND NORMAL SCHOOL.

The average whole number of pupils belonging, including the Training Department, was 488 against 403 for the corresponding six months of the preceding year; the daily average attendance was 457; and the per cent. of attendance was 94. These pupils were taught by one head-master, and twenty female

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teachers, of whom seventeen were ranked as assistants, two as head-assistants, and one as superintendent of the Training Department. Besides these there were four special teachers, one in music, one in drawing, one in French and one in German. At the close of the year, seventy-four young ladies received the diploma of graduation in the regular course, and seven in both the regular and training courses.

The following table shows the number and average age of the pupils admitted to the Girls' High and Normal School, from each Grammar School, and from other sources, and also the number of those who joined the school and entered upon the course of study in the fall of 1871: —

Schools.	No. admitted.	No. joined.	Av'age age admitted.	Schools.	No. admitted.	No. joined.	Av'age age admitted.
Adams	14	7	15.23	Lewis	6	6	15.64
Bowditch.....	4	4	15 50	Lincoln	17	14	14.95
Bowdoin	15	15	15.49	Lyman	7	4	16.36
Chapman.....	11	8	15.11	Mather (Dor.)	2	2	14.88
Comins	9	7	14.91	Minot (Dor.)..	8	8	15.31
Dearborn.....	1	1	15.25	Norcross.....	20	12	15.28
Dudley	8	6	15.82	Prescott	8	7	15.49
Everett	39	35	15.85	Shurtleff.....	29	19	15.15
Everett (Dor.).	6	6	15.83	Wells	9	8	14.96
Franklin	27	22	16.12	Winthrop	30	25	15.88
Gibson (Dor.).	4	4	14.73	Other sources.	54	50	17.60
Hancock	19	17	14.93				
Harris (Dor.) .	2	2	16.46	Totals	344	284	15.82

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Of the candidates from the Grammar Schools there were, —
Between twelve and thirteen, three.
Between thirteen and fourteen, eleven.
Between fourteen and fifteen, sixty-nine.
Between fifteen and sixteen, one hundred and twenty-two.
Between sixteen and seventeen, sixty-four.
Between seventeen and eighteen, twenty-five.
Between eighteen and nineteen, three.
Between nineteen and twenty, one.

It appears that eighty-three pupils were admitted who had not reached the prescribed age of fifteen years.

It seems to me desirable that the programme should be so amended as to provide that the optional studies should not be, as they now are, *extra* studies.

There is a pretty large class of pupils in the school who are in a *fourth-year* course of study, for which there is no provision or authority in the Regulations.

HIGHLANDS HIGH SCHOOL.

The average whole number of pupils belonging, during the last half-year, was 181 — boys 77, girls 104 — against 155 for the corresponding six months of the preceding year; the daily average attendance was 174; and the per cent. of attendance was 96.2. Those pupils were taught by one head-master, and four female teachers, three ranking as assistants, and one as head-assistant. Besides these, four special teachers are employed for a part of the school time.

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The following table shows the number and average age of the pupils admitted to the Highlands High School, from Grammar Schools, and from other sources, and also the number of those who joined the school and entered upon the course of study in the fall of 1871: —

Schools.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Comins	13	3	13	3	14.75	15.11
Dearborn	10	12	6	8	15.69	14.89
Dudley	..	14	..	13	.....	14.85
Dwight	1	..	1	..	15.67	.....
Everett	..	1	..	1	.....	17.33
Lewis	17	14	16	10	15.33	15.21
Rice	1	.	1	..	13.50	.....
Washington	12	..	11	..	14.17	.....
Other sources	2	2	2	2	15.38	16.00
Totals	56	46	50	37	14.93	15.65

Of those who joined the school, there were, —

Between twelve and thirteen, four.
Between thirteen and fourteen, eleven.
Between fourteen and fifteen, twenty-four.
Between fifteen and sixteen, twenty-three.
Between sixteen and seventeen, eleven.
Between seventeen and eighteen, four.

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DORCHESTER HIGH SCHOOL.

The average whole number belonging, for the last half year, was 119 — boys 44, and girls 75 — against 106 for the corresponding six months of the preceding year; the average daily attendance was 110; and the per cent. of attendance was 91.9. These pupils were taught by one head-master, and four female teachers, three ranking as assistants and one as head-assistant. Special teachers were employed to instruct in music, drawing, French and German.

The following table shows the number and average age of the pupils admitted to the Dorchester High School, from Grammar Schools and other sources, and also the number who joined the school and entered upon the course of study in the fall of 1871: —

Schools.	Admitted.		Joined.		Average age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Mather	3	3	2	3	14.8	15.3
Harris	7	3	4	3	15.6	15.4
Everett	7	5	7	4	14.6	15.7
Stoughton	5	9	5	7	14.2	14.3
Gibson	..	1	..	1	....	15.2
Tileston	3	3	3	3	14.7	14.3
Other sources	4	1	4	1	13.5	16.7
Totals	29	25	25	22	14.6	15.3

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Of those who joined the school there were,—
Between twelve and thirteen, one.
Between thirteen and fourteen, five,
Between fourteen and fifteen, seventeen.
Between fifteen and sixteen, sixteen.
Between sixteen and seventeen, seven.
Between seventeen and eighteen, none.
Between eighteen and nineteen, two.

SPECIAL SCHOOLS.

During the last year we have carried on sixteen Special Schools, namely: ten Elementary Evening Schools, one Evening High School, two schools for Licensed Minors, one for Deaf-Mutes, one Kindergarten School, and one Evening Industrial Drawing School. The city is not required by law to maintain these schools, with the exception of the last named; but they have been established only after very careful consideration by the Board, and they are all serving an important purpose in supplementing the means of education provided in the regular courses of study of the Primary, Grammar, and High Schools. I am aware that there are members of the Board who do not look with much favor upon these extra schools, fearing that unnecessary expense may be incurred in maintaining them. But so long as no special schools can be established or maintained without the authority of the School Committee, who are well qualified to judge of the educational wants of the community, and the concurrent sanction of the City Council in voting the requisite appropriations for the support of such schools, there is evidently little danger that they will be multiplied without good reason.

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EVENING SCHOOLS.

The following table contains the summary of the statistical reports of the several Elementary Evening Schools, which were in operation from October, 1870, to April, 1871: —

SCHOOLS.	Number of Sessions.	Whole number Registered.	Ave'ge number Belonging.	Average Attendance.			Ave'ge number of Teachers.	Ave'ge number of Pupils to a Teacher.	
				Males	Fem.	Total.			
N. Bennett street	112	480	126	83	.	83	8.6	10	
Chambers-street Chapel. .	105	450	206	73	60	133	8.5	12	
Anderson street	121	380	203	91	38	129	9.6	12	colored.
Warrenton-street Chapel .	71	373	191	47	51	98	8.2	12	
Harrison Avenue	120	537	233	75	46	121	11.0	11	
South Boston	118	382	146	105	.	105	9.1	12	
Roxbury	84	544	143	69	23	92	11.4	9	
Old Franklin School . . .	113	440	91	53	9	62	7.0	10	
1049 Washington street . .	86	115	73	33	31	64	4.2	10	colored.
Totals	930	3,691	1,412	629	258	887	77.6	11 av.	

In these schools the principal branches taught are reading, spelling, writing, and arithmetic. Geography is taught in some to a limited extent.

The success of these schools, both in respect to attendance and progress, was more satisfactory during the last year than in any preceding year. The average number of pupils in attendance to a teacher, exclusive of the principals, was eleven. The instruction is almost wholly individual, and hence the necessity of employing a large number of teachers in proportion

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to the number of pupils. This largely increases the expense. If these schools were classified as the day schools are, one teacher might instruct a much larger number of pupils. There are serious obstacles in the way of the classification of the pupils in these schools so as to make *class* instruction practicable, and yet it seems to me that they might be classified to some extent, so that the teachers might be enabled to avail themselves of the advantages of class instruction, at least in some branches. In proportion as classification is introduced, the teaching corps might be reduced in numbers. Perhaps the attendance and morale of these schools might be improved, if it were understood that at the close of the term the meritorious pupils would receive, at the hands of the Committee, a testimonial certifying to their progress and good conduct.

EVENING HIGH SCHOOL.

The following table shows the statistics of this school during the last year: —

1870–1871.	No. of Sessions.	No. of Registered.	No. Belonging.	Average Attendance.			Average number Teachers.	Number Pupils to a Teacher.	Number Teachers.
				Males	Fem.	Total.			
November, 1870	7		220	112	38	150	5	37	5
December, 1870	21		300	82	98	180	6	36	6
January, 1871	21		326	82	102	184	6	37	6
February, 1871	19		255	64	72	136	6	27	6
March, 1871	23		290	57	44	101	6	21	6
Totals	91		1,270	397	354	751	29	158	29
Averages			254	79	70	150	5.8	31.6	5.8

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The average attendance was 150 against 83 for the preceding winter, the first of its existence. It retained the same organization, having been in charge of Messrs. Anderson and Woolson, masters in the English High School, as principals, to whose efficient and judicious management its acknowledged success is largely due. Five accomplished and able assistants were employed. The average number of pupils in attendance to a teacher, exclusive of the principals, was *thirty-one*, or about three times as large as that in the Elementary Evening Schools. Here the principle of classification is rigidly adhered to, and hence the great economy of the teaching force.

The branches taught were penmanship, book-keeping, arithmetic, pure and commercial, algebra, geometry, natural philosophy, physiology, English grammar, English literature, Latin, German, and French. The details of the methods of handling these branches, and the results attained, as set forth in the report of the principals and teachers, and printed in the report of the Committee on Evening Schools, are extremely interesting and suggestive, and it seems desirable that the principals of the Elementary Evening Schools should also make reports of the operations of their respective schools. I have been deeply interested in the establishment and growth of this school, and I cannot but regard it as one of the most useful educational institutions of the city. It only need be known to be highly appreciated by all true friends of a complete system of free public instruction.

SCHOOLS FOR LICENSED MINORS.

There has been no material change during the past

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year in these two schools for licensed newsboys and bootblacks. Those who do not attend with a fair degree of regularity are reported to the Committee on Licenses of the City Council, and their licenses are cancelled. On the other hand, boys are not allowed licenses unless they promise to attend school. The schools are well managed and faithfully taught. They have already wrought a radical change in the appearance and manners of the boys who are employed in selling papers and blacking boots. They have acquired a higher degree of self-respect, and have been encouraged and stimulated in their efforts for improvement. The average number belonging during the last half-year was 79, and the average attendance was 66.

SCHOOL FOR DEAF-MUTES.

The whole number of pupils belonging is 38, and the average attendance during the last six months was 31. The city receives from the State, for the instruction of resident pupils, one hundred dollars each, and for non-residents one hundred and fifty dollars.

The success and prosperity of the school during the past year have been highly gratifying to its friends. Its excellent principal, Miss Sarah Fuller, and her devoted assistants, Misses True, Barton and Bond, have labored with extraordinary patience and zeal to promote the progress of the unfortunate children committed to their charge.

In this school the pupils are not taught the sign

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language nor the manual alphabet. The system of instruction employed is what is known as the German System, the pupils being taught to speak and to read from the lips. This system is considered as especially adapted for the education of semi-deaf and semi-mute pupils. Congenital mutes are also very generally found capable of deriving great benefit from this system.

During the last year a very important experiment was made, at this school, in the application of Visible Speech to the method of teaching deaf-mutes to speak. This system of Visible Speech was invented and developed by Prof. Alexander Melville Bell, of London. "The fundamental principle of the system is, that all relations of sound are symbolized by relations of form. Each organ, and each mode of organic action concerned in the production or modification of sound, has its appropriate symbol; and all sounds of the same nature produced at different parts of the mouth are represented by a single symbol turned in a direction corresponding to the organic position."

The experiment was made by Prof. Bell's son, Mr. A. Graham Bell, a very skilful and accomplished teacher, who was engaged for this purpose by the Standing Committee on the school. He was employed about six weeks, dividing his time between the practical instruction of the pupils and the teaching of the teachers in the theory of the system. The result of this experiment with Visible Speech seems to me to be very significant. It convinced me of the practicability of teaching even congenital mutes *perfect* articulation, and also that, by the system of Visible Speech, good articulation

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can be secured in much less time than is required to produce the same result without its use. It is, in fact, a new and powerful instrumentality in the instruction of deaf-mutes.

THE KINDERGARTEN SCHOOL.

This school was opened on the 26th of September, 1870, in the Primary School building on Somerset street, under the charge of Mrs. Charlotte B. Thomas, a graduate of Mrs. Kriege's Training School, in Boston, for Kindergarten teachers. The number belonging has varied from twenty-four to fifteen. The nature and aims of the Kindergarten having been set forth at some length by the Committee on the School, in their printed report, it is unnecessary for me to enlarge on the topic at this time.

Mrs. Thomas has devoted herself to this school with great fidelity, for which she deserves commendation. The experiment has been thus far interesting and useful; but in order to give the system a fair trial, it is necessary to begin the course with a class of pupils of the proper age, not exceeding four years, and carry it through all the stages, as elaborated by Froebel, and then test the pupils so trained, with the pupils of the same age in our Primary Schools, not only in respect to their capacity to go on with the branches of elementary instruction, but also in respect to their moral and physical condition and development.

I have great confidence in the value and soundness of the Kindergarten system. The only practical

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objection to its general introduction in populous communities seems to be its cost. If, after it has had a fair trial, its advantages are found to warrant the expense it requires, no doubt the public sentiment will favor the establishment of Kindergarten schools, sufficient in number for all children from four to six or seven years of age. If this should be done, probably two years would be sufficient time for children who have already received the Kindergarten course, to do all that is now required in the Primary Schools during the three years of the present course.

EVENING DRAWING-SCHOOL.

The Committee on Drawing, in the last year's report, quoted the Act of the Legislature, approved May 16, 1870, requiring provision to be made for free instruction in "Industrial, or Mechanical Drawing," and earnestly recommended that the requirements of the statute be met by establishing Evening Drawing-Schools, where drawing only should be taught. The recommendation was at once adopted by the School Board; the City Council made the requisite appropriation to defray the expense. The commodious drawing-rooms of the Institute of Technology were secured, and the school was opened, late in November, with several departments, and a crowd of promising and deserving pupils. Nearly a thousand applicants, male and female, entered their names upon the register. Upwards of five hundred pupils received instruction for a longer or shorter period, not more than two hundred and twenty-five being

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accommodated in the rooms at one time. The school was opened four nights a week, the pupils divided into two sets, attending in turn two nights a week. The average number of different pupils, attending weekly, was 380. The total cost was $6,014.84; of this sum, $1,868.50 was expended for instruments, patterns, and furniture, which are now on hand. Ten different instructors were employed, most of whom were connected with the Institute of Technology either as teachers or pupils. Instruction was given in general free-hand drawing, in the free-hand drawing of machines from solid models, in mechanical and architectural drawing, and in ship-drafting.

The school was altogether a success. The pupils, a majority of whom were young mechanics, found they were getting what would be of the greatest use to them, and so they attended punctually, and worked with a will. The teachers were full of enthusiasm. The Committee on Drawing, led by the accomplished chairman, were indefatigable in their attention to the interests of the school.

There was some hesitation and delay in making the necessary appropriation for the continuance of the school next winter. I am not surprised at this, for the school is a *new* thing, and here *all* new things in our educational progress, however useful or excellent, have to undergo careful scrutiny. This is well. But such an educational improvement as this, once introduced in this city, can never be abandoned, because it meets an immediate and pressing want of the times, The more it is known, the more highly it will be appreciated. It is by no means a contrivance for

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teaching, at the public expense, an unimportant accomplishment to a few idlers and drones. It is a wise provision for furnishing the young artisans and skilled laborers in various crafts the technical instruction which they need, and which they cannot get except by means of schools of this description.

TEACHERS' SCHOOL OF SCIENCE.

He who would most effectually improve school tuition must find out the most effectual way of improving the teachers. Hence he is the greatest educational benefactor who does most to raise the character and qualifications of teachers. The wisest and most successful educators have always been most intent on providing the means, orportunities, and motives for the education, training, and continued improvement of teachers. The good teacher is always an active and ardent learner. The teacher who does not keep his mind fresh by new acquisitions is sure to sink into the ruts of routine. It is quite clear that the teacher who has not a strong inclination to self-culture has mistaken his vocation. It is not necessary that a teacher should confine his studies to the subjects he is required to teach. Indeed, it is highly important that he should study subjects which are not in the line of his teaching. Teachers not only become efficient and valuable, but they also become respectable, in proportion as they become learned and accomplished.

To one who has been acquainted with the teachers of this city during the past quarter of a century it is quite evident that there has been going on, during all

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this period, a gradual improvement in the qualifications of our teachers. This is owing mainly to the increase of the means and facilities for their education and culture. Foremost among these instrumentalities must be reckoned the Girls' High and Normal School and its Training Department. The courses of instruction in vocal and physical training by Prof. Monroe have been of great value in advancing the culture of our teachers. The free Lowell courses of instruction in science and literature, at the Institute of Technology, have afforded excellent educational opportunities, which have been improved by many of our most progressive and capable teachers. The same may be said of the courses of admirable lectures which have been open to teachers for a nominal fee at the Hall of the Society of Natural History.

It is with peculiar pleasure that I now put on record here some account of another highly interesting and important movement for furnishing all our teachers with the best free normal instruction in a department of education in which there is great room for improvement, namely, instruction in Natural History.

Some time last winter, Mr. John Cummings, whom, as a colleague in the government of the Institute of Technology, I had long known as an enlightened and liberal friend of popular education, suggested to me that if the teachers were disposed to receive practical instruction in certain branches of natural history, the means for furnishing such instruction would not be wanting. This suggestion was received by me with extreme satisfaction, for it was made by a

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man who means what he says. Nothing could have been more in accordance with my wishes and views. Soon after, the matter was brought before the Masters of the Grammar Schools at their regular meeting, and a committee of their number was appointed to canvass the teachers on the subject, and co-operate in the proposed movement. The chairman, Mr. Page, Principal of the Dwight School, has kindly furnished me with the following letter, stating what was done by the committee of masters:—

"DWIGHT SCHOOL, Oct. 27, 1871.

"MY DEAR SIR: — Mr. John Cummings called at my house during the last winter, — January, I think, — and in the course of the evening developed his plan for teaching Natural Science.

"He thought it useless to go on as they had been doing. No *general* interest in any branch had been excited, and he thought it would be a great point gained, if by some means the *teachers of the Public Schools* could be aroused. He had great faith that if they would lend a hand, arrange a plan, get information on some branch, and begin to teach it, the next generation, at least, would feel the impetus, and something positive would be gained.

"I felt a good deal of sympathy, having just read Herbert Spencer, and so expressed myself. Mr. Cummings, however, was very anxious that the teachers themselves should take up the matter, initiate the necessary measures, and go forward while *he* stood in the background; he was not wiliing even that his name should be mentioned, and bound me to secrecy.

"The matter was brought to the notice of the masters at their next Thursday meeting, had your countenance and support, and a committee, consisting of Messrs. Metcalf, Clark, Hardon, Jones, and myself, was appointed to make some arrangement to meet the views of the unknown wealthy gentleman.

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"After several interviews with members of the committee, Professors Hyatt and Niles, a circular was prepared, and sent to the schools of every grade. This circular I enclose. The response to it was prompt and unequivocal. Hundreds were anxious to avail themselves of such a course of instruction, and the circulars were returned full of names. This was in May; the first course of lessons was promised in October, and they (the Professors) are ready to commence with their first series, that on Physical Geography, Saturday afternoon, October 28th, at 3 P. M.

"This gives a running account of the arrangement with Mr. Cummings from my stand-point, and if of any service to you I shall be highly gratified.

"Very truly yours.

"J. A. PAGE."

The following is the circular referred to in the foregoing letter: —

"CIRCULAR.

"A wealthy gentleman of this city proposes to furnish the means by which the teachers of Boston may receive, from the ablest professors, instruction in the different branches of Natural Science. The offer is not limited to a single course, or to one year. It may extend over a series. It is very generous in its conditions, and needs only to be appreciated by the teachers to result in a grand success. It has already received the cordial approbation of the Masters.

"The plan may be summed up in part as follows: —

"Teachers of every grade are invited.

"Arrangements are to be perfected on or before the first of May next.

"The lectures are to be given in the afternoon of Wednesday or Saturday, as the teachers may decide.

"They will commence in October, and continue through the winter, at the Museum of Natural History, where the necessary apparatus and specimens are at hand.

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"The earlier courses will be on Physical Geography, Botany, and Geology.

"These will be given by professors familiar with the 'Object Method' of teaching, and skilful in the use of chalk.

"It is designed that the lectures shall be practical and familiar; question and answer to be allowed, and the whole subject slowly developed.

"The professors are anxious to know how large a class they may rely upon, so that arrangements can be made before they leave the Museum for their summer's work.

"This statement is sent, therefore, as a circular for the signature of all those teachers who may see in this not only a munificent offer, but a great opportunity for lifting the teaching in all our schools to a higher level."

This plan struck the teachers so favorably, and was so well calculated to meet a want they had felt, that the circular was signed by upwards of *seven hundred* teachers.

Professor Niles, of the Institute of Technology, and Professor Hyatt, of the National History Society, the gentleman referred to by Mr. Page, both learned and able lecturers on natural science, have been indefatigable in their efforts to render this plan complete and successful. At my request, the latter has kindly furnished me with the following letter, setting forth the objects aimed at and the proposed method of proceeding: —

"DEAR SIR: — Your request to give a statement of the history of the movement which has culminated in the establishment of the Teachers' School of Science is more difficult to comply with than I had at first supposed.

"I cannot, within any reasonable limits, give an account of the experience which has led Mr. John Cummings, Prof. W. H. Niles

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and myself, after consultation with many teachers, to form the conclusions stated below.

"The diffusion of the knowledge of Natural Science among the people may be aided and assisted by public lectures on Science, but no very decided or permanent good can be anticipated, unless the minds of young people can be acted upon.

"Success, therefore, in reaching the roots of all instruction which lie in our Primary and Grammar Schools, can only be satisfactorily attained when all the teachers of the Public and Private Schools join heartily in the enterprise.

"Qualified scientific workers and lecturers are too few, and too much absorbed by strictly professional duties, to act of themselves and directly upon the scholars; they must depend upon the teachers.

"Lectures, unaccompanied by collateral studies or laboratory practice, in the majority of cases leave only vague general impressions, which inspire respect for science, and, perhaps in a few instances, an earnest desire to know more; but they neither educate the eyes nor discipline the minds of the hearers.

"Lectures, therefore, to be given effectually, must be combined, as far as practicable, with a certain amount of laboratory practice; they must, in other words, in Natural History be object lessons.

"Specimens also to teach from, corresponding to those used in the lectures, must be furnished to the schools, wherever this is possible; and in this way the scholars will ultimately reap the benefits of the courses given to their teachers.

"Governed by such impressions as the above, Mr. John Cummings voluntarily offered to support a course of Lectures to Teachers, to be given under the auspices of the Boston Society of Natural History. This liberal gift to the cause of education was accepted, and a committee, consisting of the projectors of the enterprise and the President of the Society, appointed to attend to the matter.

"The plan of the lectures is more especially the result of Prof. Niles' experience as State Lecturer to the Teachers' Institutes, and the opening course to be delivered by him is intended to be, exclusive of its own specialty, an introduction to those which follow.

"These are, Mineralogy by Professor Greenough, Principal of

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the Rhode Island State Normal School, Zoölogy by the undersigned, and Botany by Dr. W. S. Farlow, of Cambridge. The number of lectures in each course will be about ten, exclusive of the first on Physical Geography, which will consist of six.

"The courses, during this winter, will probably be limited to these four, as they are considered sufficient for the experiment, affording, it is supposed, a fair test of the proposed system.

"Doubtless much time and patience will be required for the solution of the numerous practical difficulties which have naturally presented themselves; but the spirit with which the matter has been received has greatly encouraged the committee, who desire to express their thanks for the prompt co-operation of yourself and the Committee of Masters in carrying out their plan.

"Mr. Cummings, if our courses for the first winter prove a success, which we can reasonably hope for, will continue to support them for two successive winters, and in that time we anticipate the accomplishment of something more definite than it is possible to state now.

"We look forward to the evolution of a complete System of Instruction to Teachers, which will effectually reach their scholars and through them the public at large, by the slow but sure growth of the ideas they get at the schools.

"Very respectfully yours,

"ALPHEUS HYATT,

"*For the Committee.*

"BOSTON, Oct., 1871."

The ticket for the first course is worded as follows:

"**BOSTON SOCIETY OF NATURAL HISTORY.**

TEACHERS' SCHOOL OF SCIENCE.

COURSE OF LESSONS ON PHYSICAL GEOGRAPHY,

BY PROF. W. H. NILES.

AT MASSACHUSETTS INSTITUTE OF TECHNOLOGY,

SATURDAYS AT 3 P.M.—COMMENCING OCT. 28."

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The first lesson of this course has been given in the elegant new Hall of the Institute of Technology, opened, on this interesting occasion, for the first time, to a class of our teachers, numbering probably six hundred. From the universal satisfaction manifested, it is expected that the class will be still larger at its next lesson. The lesson was an admirable exemplification of first-rate normal scientific teaching. It could not fail to be appreciated and admired by every intelligent teacher. I could not but feel that it was the beginning of a great improvement in the instruction given in our schools.

LOWELL FREE LECTURES FOR TEACHERS.

While Mr. Cummings is generously providing courses of lectures, or lessons, exclusively for the benefit of teachers, Mr. John A. Lowell, as Trustee of the Lowell Institute Fund, has made liberal provision for free courses of lectures on different branches of natural science, to which teachers are specially invited, and which are well adapted to the wants of teachers, although not intended for them exclusively. These lectures, like those of the "Teacher's School of Science," are given under the auspices of the Boston Society of Natural History. The first courses were given in the lecture-room of the Society's Museum last year. The following is the programme of the lectures for this season. The course by Mr. Brigham is now in progress, and the capacity of the lecture-room of the Museum having been found inadequate for the accommodations of the teachers and others in attend-

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ance, the large hall of the Institute of Technology has been substituted for it.

BOSTON SOCIETY OF NATURAL HISTORY.

LOWELL FREE LECTURES.

The following courses will be given in the lecture-room of the Museum, Berkeley, corner of Boylston street, on Monday and Friday evenings, at 7½ o'clock.

First course, beginning October 28, twelve lectures on Popular Geology, by William T. Brigham, A. M. Subject — "Water as a Geological Agent." Chemical and Physical Properties of Water; Dew and Rain; Springs; Rivers; Waterfalls; Bogs and Marshes; Lacustrine and Oceanic Deposits; The Ocean; Caverns; Snow and Ice; Glaciers; Deluges.

Second Course, beginning December 4, six lectures by B. Joy Jeffries, M. D. Subject — "Comparative Anatomy of the Eye and Vision."

Third Course, beginning December 25, ten lectures by Prof. G. L. Goodale, of Bowdoin College. Subject — "Physiological Botany." A study of some of the relations of Plants to Heat, Light, Electricity and Chemistry.

Fourth Course, beginning January 29, six lectures by Thomas Dwight, Jr., M. D. Subject — "Preservation of Life among the Vertebrates."

Fifth Course, beginning February 19, six lectures by William G. Farlow, M. D. Subject — "Cryptogamic Botany, with Special Reference to the Algæ."

Sixth Course, beginning March 11, by F. G. Sanborn. Subject — "Talks about Insects."

These lectures will be illustrated by diagrams and blackboard sketches. Prof. Goodale will use the Electric Light.

Teachers of the public schools are invited to secure tickets for these courses.

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Tickets will be ready for delivery in the library, from 10 A.M. till 5 P.M., a week before the beginning of each course.

J. A. SWAN, *Secretary.*

LOWELL FREE COURSES OF INSTRUCTION FOR TEACHERS.

For several years Mr. Lowell has supported free courses of Instruction in Science and Literature, at the Institute of Technology, which have been attended by many of our enterprising teachers. These courses are given on Wednesday and Saturday afternoons, or on evenings. This arrangement is the best possible for the accommodation of the teachers. The instruction is given exclusively by the professors of the Institute. The following is the programme of the courses for the present season: —

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

LOWELL FREE COURSES OF INSTRUCTION FOR 1871-72.

"English Writers of the 18th and 19th Centuries." —Ten lectures on Wednesday evenings, at 7½ o'clock, beginning November 15, 1871, by Prof. Atkinson.

"Progressive Development of Life in Geological Ages." — Eighteen lectures on Tuesday and Friday evenings, at 7½ o'clock, beginning November 14, by Prof. Kneeland.

"Elementary German." — Eighteen lessons on Monday and Thursday evenings, at 7½ o'clock, beginning November 13, 1871, by Instructor Krauss.

"Elementary French." — Eighteen lessons on Monday and Thursday evenings, at 7½ o'clock, beginning January 15, 1872, Instructor Levy.

"Elementary Chemistry." — Twenty lectures on Tuesday and

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Friday Evenings, at 7½ o'clock, beginning January 15, 1872, by Professors Richards and Nichols.

"Chemical Manipulations." — Twenty-four laboratory exercises on Wednesday and Saturday afternoons, at 2½ o'clock, beginning February 3, 1872, by Professors Richards and Nichols.

"Physics." — Twenty-four laboratory exercises on Wednesday and Saturday afternoons, at 2½ o'clock, beginning February 3, 1872, by Prof. Pickering.

These courses are open to both sexes. Applicants must be eighteen years of age, and apply in their own handwriting, not later than November 8, giving occupation and address. Successful applicants will receive their tickets by mail. Address Prof. G. A. Osborne, Secretary of Faculty, Boston.

JOHN D. RUNKLE, *President.*

TRUANCY AND COMPULSORY EDUCATION.

In two Special Reports on this subject I gave a detailed account of the history and administration of our public acts, municipal ordinances, and school regulations, respecting truants and absentees from school. The second of these reports accompanies the Annual School Report for 1862; but it was issued in April, 1863. I propose, in the present report, to give a brief statement of what has been done here since that time by compulsory means for the purpose of securing the attendance at school of truants and absentees, and of preventing children from growing up in ignorance.

The first public act relating to this matter, entitled "An Act concerning Children and Absentees from School," passed at the session of 1850, "authorized and empowered," but did not require, cities and towns "to make all needful provisions and arrangements,

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concerning habitual truants, and children not attending school, without any regular and lawful occupation, growing up in ignorance, between the ages of six and fifteen years." This act provided that the penalty might be a fine not exceeding twenty dollars, or, at the discretion of the judicial officer having jurisdiction, commitment to such institution of instruction, house of reformation, or other suitable situation, as may be assigned or provided for the purpose. An ordinance of the city adopting this act was passed October 21, 1850, assigning as the place to which the delinquents might be sent, the House for the Employment and Reformation of Juvenile Offenders, and giving the jurisdiction of the offences set forth in the act to the senior justice of the police court. It was not, however, until nearly two years later that truant officers were appointed especially for the execution of this law. In the mean time, three police officers, who had been designated for the purpose, made a few complaints under the law, some features of which met with opposition, especially that which permitted truants to be sent to the House of Reformation, without any limit to the period of commitment. This objection having been removed, by an amendment passed in 1852, providing that the term of commitment should not exceed one year, three truant officers were appointed in July, 1852. When they entered upon their duties, however, it turned out that the justice having jurisdiction construed the law as applying only to technical truants, namely, pupils who, belonging to school, and, having their names enrolled therein as such, absented themselves habitually without the consent of parents or

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teachers, and not to absentees, who were not enrolled as pupils, but were growing up in idleness and ignorance. This construction of the law rendered it to a great extent inoperative; for a parent who did not desire the truant officers to proceed against his child had only to go to the school and demand his discharge from the school register, and send him into the street, thus changing his status from that of a truant to an absentee. Besides, the justice adopted the policy of short terms of commitment, delinquents being sentenced usually for three or six months. On representations of the truant officers on this subject in a printed report, the act was amended, so as to make two years instead of one the maximum term of sentence. But as the justice having jurisdiction not only continued his policy of very short terms, but required proof of a great amount of truancy to warrant conviction, the law was again amended, in 1854, by making the warrants issued upon complaints against truants returnable before either of the justices of the police court.

From this time the law began to be more efficiently executed, to the great benefit and relief of the schools. At the conclusion of the former Special Report (1861), above mentioned, the following summary of the proceedings in regard to truants was presented: —

"We have thus followed the truant through the various stages of his treatment. First, the teacher's power of attraction and coercion are exerted to prevent cases of truancy from occurring. If these influences are not sufficient, and a pupil commits the offence so often as to be called an 'habitual truant,' assist-

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ance is sought from the truant officer, armed with the authority of law. He investigates the case. He endeavors to find out the cause of the truancy, and to remove it. He explains the law to the offender and his parents, and shows the consequences of continuing in transgression. He mingles with his warnings friendly advice, encouragement, and good counsel. The name is placed on his book, and his eye is kept on the delinquent. If he reforms, the case is dropped. If not, the complaint is made, and the warrant for arrest is issued, the offender is arrested and taken before one of the justices of the police court, though, to save his feelings and preserve some spark of self-respect, he is not put into the dock with hardened criminals in open court, but the case is heard in a private room. If found guilty, he is sentenced to the institution provided for such cases.

"It often happens, however, during the course of these proceedings, before the truant is actually placed under the officers of the reformatory institution, that his parents or friends find some other way of disposing of him. He is sent into the country, or put to work, or placed in some private or charitable institution, and some such disposition of him is generally encouraged by the officers and the justices. If there are mitigating circumstances, he may be put on probation. But if the case is a 'hard' one, and the law is permitted to take its course, the subject of the sentence goes to the institution at Deer Island for a term, in most cases, of two years."

But although the truant system was found to be highly beneficial in promoting school attendance, and

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in securing the instruction and reformation of a certain class of children who would otherwise have been growing up in vice and ignorance, yet it was exceedingly defective, as it did not reach the very class of children who most needed some compulsory means to prevent their growing up with no schooling but that of an idle street life. Besides, those absentees who were out of the reach of the truant law were found to be promoters of truancy by enticing children from school who would not otherwise have absented themselves. To remedy the defect, which the experience of upwards of ten years had shown to be so grave, a supplementary act was passed April 30, 1862, intended especially to apply to *absentees*, — a class of delinquents described in the bill in the following terms: "*Children wandering about in the streets and public places of the city or town — having no lawful occupation or business — not attending school — and growing up in ignorance, between the ages of seven and sixteen.*" This act was adopted by ordinance of the city, but for nearly a year it remained a dead letter, as it was decided by the justices to be defective in not determining who should have jurisdiction under it. This defect having been at length remedied, and forms of proceeding having been prepared, in April, 1863, the first complaint was made against an "absentee," in accordance with the provisions of the act, who was sent to the House of Reformation for two years.

For three years subsequent to this date, the truant and absentee laws, usually designated as simply "the truant law," continued to be administered with constantly increasing efficiency and success, the judicial

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officers having jurisdiction, and the truant officers co-operating harmoniously in their humane yet firm endeavors to promote the best good of the delinquent children with whom they had to deal. The number of vagrant children in the streets was speedily diminished, the school attendance being proportionally increased. It was found that the truant law, by being extended so as to include absentees, had been more than doubled in efficiency and value.

It was when the system had been gradually perfected by ten or twelve years' experience, that Hon. Edwin Wright, who had been for several years one of the justices of the police court, having jurisdiction of truant cases, and also a member of the School Board, thus wrote of the spirit and manner of their treatment: "The main features of this system, as is generally known, are the supervision of these cases by a special board of officers, who take charge of these children more as parents or guardians than as police officers; the absence of all contact with adult criminals; a private paternal hearing, in a quiet room, and apart from all the austerity and circumlocution of judicature; an informal consultation with the parents or guardian of the child in all cases, and the judgment, as a rule, without the dismal, heart-oppressing confinement of a convict's cell."

Thus, by a series of amendments suggested by experience, the truant law was perfected and extended, and its administration had come to be both efficient and humane. It had indeed come to be regarded quite generally as an indispensable feature in our

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system of public education. It was securing to many children the benefits of the salutary control and instruction afforded by our good schools, who would otherwise have been deprived of these blessings. It was rescuing many children from dangerous exposures to evil and ruin. It was every day giving evidence of its beneficent power for the prevention of juvenile crime and depravity.

And yet there were cases of children whose destitution and neglect were not reached either by the provisions of law or by the hand of charity. They were the cases of children growing up in ignorance, not in consequence of any delinquency on their part. They were not truants, for they were not sent to school. They were not absentees in the legal sense, for they were either kept at home, and so were not "wandering about in the streets and public places," or they were engaged, nominally at least, in some petty occupation, and so could not be convicted for having no "lawful occupation or business," or perhaps they were not yet "seven years of age." They were children who, by reason of orphanage, or from the neglect, crime, drunkenness, or other vices of their parents, were surrounded by circumstances exposing them to lead idle and dissolute lives, deprived of the blessings of both intellectual and moral culture, cut off from the privilege of school instruction, and enjoying none of the advantages of a good home.

A petition having been sent to the School Board, calling attention to the desirableness of providing some means for bettering the condition and prospects of this description of exposed and neglected children,

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a special committee was appointed in January, 1866, — Hon. Edwin Wright being chairman, — to consider and report upon the subject. This committee's able report, which was printed with the report of the Board for 1866, recommended a carefully prepared bill, intended as a "second extension of the truant law and system to another and third class of these exposed children." This bill created no new machinery of administration. It adopted that of the truant law, with all its popular, parental, and humane provisions.

But, unlike the truant act, it contained no features of a penal character whatever. The children whom it was designed to benefit were not regarded as in any respect delinquents, but simply as exposed and neglected children needing care and nurture. The object in view was to provide for them a home and a school, and protection from ignorance and the vices which too often follow in its train. This draft of a law was presented to the Legislature, and with some alterations was passed.

Besides the alterations in the original draft of the bill, which created a machinery of administration independent of that already provided by the truant statutes, by some unaccountable legislative hallucination, a section was appended, by means of which the truant system, so far as Boston was concerned, was abolished, and swept out of existence. This act of legislative vandalism, sweeping away by a single stroke of the pen all that had been done by persistent philanthropic and wise endeavors for twenty years, for the prevention of truancy and absenteeism, was justified by no petition, no complaint of evil or

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unnecessary hardship whatever in its workings, and was rushed through the forms of legislation without a note of warning or the slightest opportunity for remonstrance.

Our faithful and efficient truant officers, being thus prevented from exercising their appropriate functions, were obliged for the most part to leave truants and absentees to their evil courses for the greater part of a year. They were, however, retained in office, and being also appointed constables, they turned their attention more especially to the execution of the still existing laws concerning juvenile offenders. In this way the evils of truancy and absenteeism were to some extent indirectly checked.

This disastrous experiment was not wholly useless. It served to make us all appreciate more fully the value and utility of the system of which we had been deprived, and, in obedience to a public sentiment not to be mistaken, it was speedily restored after the meeting of the Legislature of 1867. From that date to the present time, our truant system has continued in successful operation, no change in its statutes having been made, and no essential change in its administration. With the annexation of Roxbury and Dorchester, new truant districts were created, and additional officers were appointed. They are now ten in number. The oldest in the service, Mr. Chase Cole, has been designated as the Chief of the force, through whom official reports and communications are made. They have an office for their head-quarters, in the Court House, where they meet every Monday morning, at half-past ten o'clock. They meet me at my

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office for consultation, on the first Monday of each month, at twelve o'clock. At these meetings the officers are requested to make such suggestions as they may deem desirable, not only in respect to the way in which teachers perform their duties in connection with truancy, but in respect to any other matters touching the execution of the law; and on the other hand, such topics are presented by me for consideration as have been suggested from time to time by my observation of the workings of the system. The attendance of the officers at these meetings is wholly voluntary, the Superintendent having no authority whatever to require them to be present, or in any way to direct them in the discharge of their duties. They are also equally independent of the authority of the School Board, being appointed by the Mayor, confirmed by the Board of Aldermen, and their salaries being fixed, like the salaries of other city officers, by the City Council. Their reports, which were at first quarterly, but are now weekly, are addressed to the Mayor, who alone has authority to exercise control over their proceedings.

Each officer makes a separate weekly report to the Chief of the force, who condenses these several reports into one, which is presented to the Mayor. The following is the form of the blank for this general report: —

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CITY OF BOSTON.

To His Honor the Mayor,

TRUANT OFFICERS' REPORT FOR THE WEEK ENDING 187 .

Number of Cases investigated,
" found to be Truants,
" of Children put into School,

BEFORE JUSTICES OF THE MUNICIPAL COURT.

Number complained of as Habitual Truants,
" on Probation,
" sentenced to the House of Reformation,
" complained of as Absentees,
" on Probation,
" sentenced to the House of Reformation,
" complained of as Neglected Children,
" on Probation,
" sentenced to House of Reformation,

BEFORE THE JUDGE OF PROBATE.

Number complained of for other offences,
" on Probation,
" sentenced to the State Reform School,
" sentenced to the School Ship,
" sentenced to the Industrial School for Girls,

Appended to the report are the names and ages of truants and absentees complained of, with an account of the disposition of each case.

The following table contains a summary of the statistical reports of the truant officers for ten years, ending September 30, 1871 : —

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Years.	Whole number cases investigated during the Quar'r.	No. old truants previously reported.	Number new cases.	Number found to be truants.	Aggregate absences by truancy.	Before Justices of the Municipal Court: No. complained of as habitual truants.	Number on Probation.	No. sentenced to the House of Reform'n.	No. complained of as Absentees.	Number on Probation.	No. sentenced to the House of Reform'n.	Before the Judge of Probate. No. comp. of for offence ot'r th'n truancy	No. on Probation.	No. sentenced to the State Reform School.	No. sentenced to the School Ship.	No. senten'd to the Industrial Sch. for Girls
1861-62 ..	4,250	..	..	..	6,038	88	28	70	..	..	..	35	2	14	15	2
1862-63 ..	2,953	292	666	958	4,318	51	12	39	15	0	15	15	5	8	2	0
1863-64 ..	4,332	329	900	1,229	7,225	118	32	86	78	9	69	27	1	8	15	3
1864-65 ..	5,679	211	598	809	3,750	102	29	73	108	13	95	19	0	3	11	5
1865-66 ..	5,604	107	479	586	2,707	55	20	35	57	12	45	33	1	6	24	2
1866-67 ..	6,974	121	495	616	1,898	27	3	24	57	6	51	32	2	12	18	0
1867-68 ..	9,913	133	602	735	2,987	113	24	89	95	9	86	17	0	5	11	1
1868-69 ..	13,037	103	520	623	2,668	116	31	85	96	18	78	54	10	21	13	10
1869-70 ..	14,339	104	522	626	2,427	104	39	65	96	15	81	11	3	3	2	3
1870-71 ..	15,015	84	544	628	2,384	129	41	88	132	25	87	15	6	4	3	2

It will be observed, upon inspection of the above table, that the number of "cases investigated" is very large in the aggregate, and that the ratio of its increase is greater than that of the increase of the pupils in our schools. This increase is due in part to the large increase of the number of officers, and in part to the fact that teachers have latterly required more service of them in looking up absent pupils. It will be seen also that the number of actual truants reported bears a small proportion to the whole number of cases investigated, and that "the number found to be truants" has greatly fallen off during the ten years. The *absences from truancy* fell off at once after the truant law was extended to absentees. This table

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affords good evidence that the law has not remained a dead letter.

The following is a list of all the truant officers who have been appointed, with the date of the commencement and of the termination of the service of each: —

Name.	Commenced.	Terminated.
Nathaniel Seaver	July 13, 1852	January 1, 1854.
Silas Warren	July 18, 1852	January 1, 1854.
William F. Reed	July 22, 1852	April 18, 1864.
William H. Brown	February 21, 1854	April 1, 1856.
Azor Maynard	February 21, 1854	Deceased July 31, 1862.
John L. Philbrick	May 15, 1856	February 9, 1857.
John Y. Kendall	February 10, 1857	January 1, 1858.
Chase Cole	February 23, 1858	Now in service.
Edward G. Richardson	January 1, 1861	Now in service.
Dennis W. O'Brien	August 4, 1862	April 27, 1863.
George W. Oliver	April 27, 1863	August 29, 1864.
Phineas Bates	April 18, 1864	Now in service.
George M. Felch	August 29, 1864	Now in service.
Abraham M. Leavitt	October 5, 1867	Now in service.
Charles E. Turner	March 30, 1868	Now in service.
Samuel McIntosh	March 30, 1868	Now in service.
Edward F. Macuen	March 30, 1868	Now in service.
J. M. Swett	March 14, 1870	Now in service.
James P. Leeds	March 14, 1870	Now in service.

The following is the list of the truant officers at present employed, with their respective districts, and with the school sections embraced in each truant district: —

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Officers.	Districts.	School Sections.
Chase Cole.	North.	Eliot, Hancock.
C. E. Turner.	East Boston.	Adams, Chapman, Lyman, and Prescott.
Geo. M. Felch.	Central.	Bowdoin, Mayhew, Phillips, and Wells.
E. G. Richardson.	Southern.	Brimmer, Bowditch, Quincy, and Winthrop.
Phineas Bates.	South Boston.	Bigelow, Lawrence, Lincoln, Norcross, and Shurtleff.
A. M. Leavitt.	South.	Dwight, Everett, Franklin, Rice, and Boylston.
Samuel McIntosh.	Roxbury, East District.	Lewis, Dearborn, and Washington.
E. F. Mecuen.	Roxbury, West "	Comins, Dudley, and Sherwin.
Jeremiah M. Swett.	Dorchester, Northern District.	Lewis, Everett, Mather, Monroe, and Atherton.
James P. Leeds.	Dorchester, Southern District.	High, Harris, Gibson, Tileston, Stoughton, and Minot.

Each officer has one or more order-boxes located in his district, to which the teachers of his district may send their truant cards, containing notices of cases to be investigated.

These boxes are located as follows: —

ORDER-BOXES.

NORTH.

Hancock School-house.
Police Station No. 1, Hanover Street.

EAST BOSTON.

Adams, Chapman and Prescott School-houses.
Police Station No. 7, Meriden street.

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CENTRAL.

Mayhew School-house.
Police Station No. 3, Joy street.

SOUTHERN.

Brimmer and Quincy School-houses.
Police Station No. 4, La Grange street.

SOUTH BOSTON.

Bigelow and Lincoln School-houses.
Police Station No. 6, Broadway near C street.

SOUTH.

Dwight and Rice School-houses.
Police Station No. 5, East Dedham street.

ROXBURY, EAST.

Dearborn, Lewis and Washington School-houses.

ROXBURY, WEST.

Sherwin and Comins School-houses.

DORCHESTER, NORTHERN.

Lewis, Everett, Mather and Monroe School-houses.

DORCHESTER, SOUTHERN.

Harris, Gibson, Stoughton and Minot School-houses.

In every Grammar and Primary school-room, a truant book is kept, in which are recorded the name and age of each pupil, with the name and residence of his father or guardian. Against the name of each pupil is a space in which to note instances of truancy which have been verified, and also absences by reason of truancy. This book is not only convenient for reference by the master and truant officer, but it enables the teacher to report the names and and residences of

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parents with the names of truants, without going to the general register of the school.

For convenience in reporting cases for investigation, each teacher is furnished with blank cards, indicating the items of information to be filled in for the use of the truant officer.

The following is the form of the Truant Card: —

BIGELOW SCHOOL.

No.

Name *Age*

Charge

Parent's Name

Residence

Date

Age

Teacher *St., Room No.*

The institution to which convicted truants and absentees are sent is the House for the Employment and Reformation of Juvenile Offenders, on Deer Island. This reformatory is under the direction and control of the Board of Directors for Public Institutions of the City of Boston, the Board which has the charge of all the penal and charitable institutions maintained by the city. The whole number of inmates, May 1, 1871, was 307, — 38 girls and 269 boys, — of whom something less than half were committed for truancy and absenteeism. The number committed during the

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last year for these causes was 79, while the number committed for other offences, chiefly that of vagrancy, was 135. The girls constitute a separate school in a separate building; the boys, for the purpose of instruction, are classified in four schools. In my visits to this institution I have been well pleased with its management. The boys and girls are well taught, by efficient and faithful teachers, in all the branches of an elementary education. So far as their progress in book-learning is concerned, they are quite as well off here as they would be in the public schools, even if their attendance were regular. Boys in the higher classes, of more mature age, are employed for six months of the year on the farm and other out-door work, and for the other six months they are in attendance at school, while the younger boys are retained in the school throughout the year.

"This system," says the President of the Board of Directors, in his last report, "combining exercise by manual labor with study, has been proved most serviceable and conducive to health. It tends to develop muscular strength, while it renders the system less liable to disease, by invigorating and improving the vital functions." And, for my part, I believe this alternation of labor and study is no less beneficial intellectually and morally than as a sanitary provision. Indeed, I regard it as one of the best reformatory instrumentalities of the institution. In addition to their regular school instruction, the girls of the institution are taught the different branches of housework.

In speaking of the results of the instruction in these

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reformatory schools, in his last report, the Superintendent says, "In arithmetic, writing, and vocal music, the boys and girls seem to excel. The excellent corps of competent teachers have been constant and untiring in their efforts to educate and improve the minds and morals of this unfortunate class of children."

Of the reformatory success of the system pursued, the Superintendent makes this important statement: "In regard to the children, we have one fact to record, which is very encouraging. *It is very seldom that any of them ever return to this Island.*" This we attribute not only to the moral and religious influences exerted over them, but to the common-school training they receive.

NEGLECTED CHILDREN.

While the truant law, since its restoration early in 1867, has continued to be executed with increasing vigor and benefit, the act of 1866, concerning neglected children, which originated with the Special Committee of this Board, remained unadopted by the City Council for four years. At length a hearing on the subject before the Committee on Public Instruction having been granted, an ordinance adopting the new law was reported and passed in July, 1870.

The following is the text of the act and ordinance: —

[CHAP. 283.]

"An Act concerning the Care and Education of Neglected Children. Be it enacted, etc., as follows: —

"SECT. 1. Each of the several cities and towns in this Commonwealth is hereby authorized and empowered to make all needful

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provisions and arrangements concerning children under sixteen years of age, who, by reason of the neglect, crime, drunkenness or other vices of parents, or from orphanage, are suffered to be growing up without salutary parental control and education, or in circumstances exposing them to lead idle and dissolute lives; and may also make all such by-laws and ordinances respecting such children, as shall be deemed most conducive to their welfare and the good order of such city or town; *provided*, that said by-laws and ordinances shall be approved by the supreme judicial court, or any two justices thereof, and shall not be repugnant to the laws of the Commonwealth.

"SECT. 2. The mayor and alderermen of cities and the selectmen of towns availing themselves of the provisions of this act shall severally appoint suitable persons to make complaints in case of violations of such ordinances or by-laws as may be adopted, who alone shall be authorized to make complaints under the authority of this act.

"SECT. 3. When it shall be proved to any judge of the superior court, or judge or justice of a municipal or police court, or to any trial justice, that any child under sixteen years of age, by reason of orphanage or of the neglect, crime, drunkenness,or other vice of parents, is growing up without education or salutary control, and in circumstances exposing said child to an idle and dissolute life, any judge or justice aforesaid shall have power to order said child to such institution of instruction or other place that may be assigned for the purpose, as provided in this act, by the authorities of the city or town in which such child may reside, for such term of time as said judge or justice may deem expedient, not extending beyond the age of twenty-one years for males, or eighteen years for females, to be there kept, educated and cared for according to law.

"SECT. 4. Whenever it shall be satisfactorily proved that the parents of any child committed under the provisions of this act shall have reformed and are leading orderly and industrious lives, and are in a condition to exercise salutary parental control over their children, and to provide them with proper education and employment; or whenever said parents being dead, any person may offer to make suitable provision for the care, nurture and edu-

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cation of such child as will conduce to the public welfare, and will give satisfactory security for the performance of the same, then the directors, trustees, overseers, or other board having charge of the institution to which said child may be committed, may discharge said child to the parents or to the party making provision for the care of the child as aforesaid.

"SECT. 5. Chapter two hundred and seven of the acts of the year eighteen hundred and sixty-two shall not apply to, nor have effect within, the city of Boston, after the passage of this act." ["*Approved May* 29, 1866."]

"CITY OF BOSTON.

"AN ORDINANCE PROVIDING FOR THE CARE AND EDUCATION OF NEGLECTED CHILDREN.

"*Be it ordained, etc., as follows:—*

"SECT. 1. The House of Employment and Reformation of Juvenile Offenders is hereby assigned and provided as the place to which children under sixteen years of age, living in the City of Boston, in the condition described in chapter two hundred and eighty-three of the Acts of the year eighteen hundred and sixty-six, shall be sent by any of the judges of the Superior or Municipal Courts, upon the complaint of any of the officers appointed by the Mayor and Aldermen under the second section of said chapter two hundred and eighty-three; and the Board of Directors for Public Institutions shall have and exercise the same control over the children sent to said institution as herein provided, that they have and exercise over children sentenced and committed under the provisions of chapter one hundred and eighty-two of the Acts of the year eighteen hundred and twenty-five." ["*Approved June* 7, 1870."]

Section five of the above act has already been referred to as having been the means of suspending the operation of the truant law in Boston for the greater part of a year.

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It is to be regretted that the ordinance adopting the act should not have designated some school or institution other than the House of Reformation at Deer Island, to which the children intended to be benefited by the act should be sent. For this institution, excellent as it is admitted to be, is nevertheless penal and reformatory in its character. It is intended wholly and solely for juvenile *delinquents*. It is not intended for children who have been convicted of no offence against the law, and such is the class of children whom the act concerns. These children are not regarded as law-breakers. They are charged with no crime. They are not to be put on trial for any alleged offence. They are simply children suffering from *neglect*, in circumstances exposing them to ignorance and crime. These circumstances are not of their making; they are not to blame for them. It is not their fault that they are surrounded by them, and it is not in their power to rescue themselves from them. This law is designed to come to their relief, not to punish or to reform them, but to give them the nurture, care, and education of a home and a school. It is obvious that this act provides neither for the trial, conviction, or sentence of a child. It provides that inquiry be made respecting his circumstances of neglect and exposure, and if they are found to be such as are described in the law, he is to be removed from them and placed in a better situation. It is a beneficent provision of law, intended not for sinners but for the sinned-against.

This being the nature and scope of the law, it seems an incongruity to place the intended beneficiaries of

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it in an institution which has the character of a penal reformatory, however good it may be of its class. Not that many of this suffering class would not be better off in such an institution than in their present destitution and desolation; but such a destination is not appropriate and reasonable, and if adhered to, will, it is feared, defeat the objects of the act. Public sentiment will not be likely to favor its execution on this basis. In fact, this arrangement has undoubtedly been the cause of the hesitation and delay in the execution of the law since the passage of the ordinance of adoption.

As yet but little progress in this direction is to be reported; however a beginning has been made, and in such matters it is the first steps that cost. When I remember the delays and obstacles the execution of the truant law has overcome, I have strong hopes that this good supplement to it will ultimately triumph over the difficulties which impede its operation. One of the truant officers has made complaints in eight cases under this law. These cases were brought before the Justice of the Municipal Court for the Southern District of Boston; four of the children were allowed to remain on *probation*, that is, the parents were considered to be on probation; and four were sent to the House of Reformation on Deer Island.

The following are the forms of the complaint, warrant and mittimus used in the proceedings in connection with these cases: —

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[Complaint.]

To Justice of the Municipal Court for the Southern District of the City of Boston, of the City of Boston, in the County of Suffolk, one of the persons appointed by the Mayor and Aldermen of said City to make complaints under the Laws of the Commonwealth concerning the Care and Education of Neglected Children,

in behalf of the COMMONWEALTH OF MASSACHUSETTS, on oath complains

That

of Boston, in the County of Suffolk, a minor living with Parents to wit:

and all living and residing in the said City of Boston, and in the Southern District thereof, is a child under sixteen years of age, and that said child, by reason of the unlawful and wilful neglect, crime, drunkenness and vice of Parents, is growing up without education and salutary control, and in and under circumstances exposing said child to an idle and dissolute life, to the great injury and detriment of said child, against public policy, good morals, and good manners, and

against the peace of said Commonwealth, and the form of the Statute, and the By-laws of said City in such case made and provided.

SUFFOLK, TO WIT:

TAKEN and sworn to, this day of in the year of our Lord *one thousand eight hundred and seventy*

Before me

{ *Justice of said Municipal Court.*

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[Warrant.]

SUFFOLK, TO WIT:

To either of the Constables of the City of Boston, appointed by the Mayor and Aldermen of said City, to make complaints under the Laws of the Commonwealth concerning the Care and Education of Neglected Children.

GREETING.

THESE are in the name of the COMMONWEALTH OF MASSACHUSETTS, to command you, and each of you, upon sight hereof, to take and bring before a Justice of the Municipal Court for the Southern District of the City of Boston, within and for the County of Suffolk, at the Municipal Court Room in said Southern District, the bod of

of Boston aforesaid, a minor if he be found within your precinct, to answer to the Commonwealth, on the complaint of of said Boston, one of the persons appointed as aforesaid to make complaints concerning the Care and Education of Neglected Children, this day made on oath, before said Justice of the said Court, that the said

at said Boston and in said Southern District, is a child less than sixteen years of age, and is, by reason of the unlawful and wilful neglect, crime, drunkenness, and vice of said child's parents, growing up without education and salutary control, under the circumstances exposing said child to an idle and dissolute life, against the peace of said Commonwealth, and the form of the Statute, and of the By-laws of the City of Boston, in such case made and provided. Hereof fail not at your peril.

WITNESS my hand and seal at Boston, in said Southern District, this day of in the year of our Lord one thousand eight hundred and seventy

Justice of said Municipal Court.

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[Mittimus.]

SUFFOLK, TO WIT:

To either of the Constables of the City of Boston appointed by the Mayor and Aldermen of said City, to make complaints under the laws of the Commonwealth concerning the Care and Education of Neglected Children, and to the Superintendent of the House for the Employment and Reformation of Juvenile Offenders in said City.

GREETING.

THESE are in the name of the COMMONWEALTH OF MASSACHUSETTS, to command you, and each of you, Constables, persons appointed by the Mayor and Aldermen of said City, to make complaints as aforesaid, forthwith to convey and deliver into the custody of the Superintendent of said House, the body of

of and living in said City of Boston, a minor, who now stands convicted before a Justice of the Municipal Court for the Southern District of the City of Boston, of being a child under sixteen years of age, and growing up, by reason of the unlawful and wilful neglect, crime, drunkenness and vice of Parents, without education and salutary control, and in and under circumstances exposing said child to an idle and dissolute life, in said Southern District, contrary to the form of the statute and the By-laws of said City in such case made and provided.

And it appearing to our said Justice, in his discretion, that the said is a proper subject for committal to said House for the Employment and Reformation of Juvenile Offenders in said City; it is therefore ordered by the said Justice, that the said be committed to said House for the term of from the date hereof, there to be kept, governed, educated, and cared for according to law. And make return of this precept, with your doings thereon.

And you, the said Superintendent, are hereby commanded to receive the said into your custody in said House, and there safely keep until the expiration of the term aforesaid, or he be otherwise discharged in due course of law. Hereof fail not at your peril.

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WITNESS, my hand and seal, at the City of Boston, and in said Southern District, this day of in the year of our Lord one thousand eight hundred and seventy.

{ *Justice of said Municipal Court.*

In the regulations respecting the duties of the Superintendent of Schools, he is required to make investigations as to the number and condition of the children of the city who are not attending the public schools, and to endeavor to ascertain the reasons, and to suggest and apply the remedies. It is in obedience to this requirement, that I have felt it to be incumbent on me to lay before the Board, at different times, information somewhat in detail respecting the nature and operation of the different agencies designed to compel attendance at school. Acting in the same line of duty, I have for eight or ten years very carefully superintended the taking of the school census, in the month of May, that we may be in possession of the actual number of persons of school age, residing in the city. The summary of statistics at the beginning of this report show what this number was found to be last May [45,970], and also the ratio which the average whole number of pupils belonging to our schools bears to this number [78]. This ratio is not so high as could be desired, and not so high as I hope to see it raised; and yet it is already far higher than that of any other large city within my knowledge.

This favorable showing is doubtless the combined result, not merely of the agencies which I have here described, however important and desirable they may

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be considered, but also of the operation of other causes, among which I regard as by far the most powerful, the liberal scale on which our system of public schools is conducted, as to accommodations, the character of the teachers, and the quality of the instruction afforded. And the reason why we can afford to maintain our schools on a liberal scale is, that the large mass of our tax-paying citizens, I mean especially that class of citizens who possess the means of paying the tuition of their children at first-class private schools, send their children to the public schools. If the schools were not kept up to a high standard of excellence, this class of parents would withdraw their children, and place them in private schools. But this would cost them more than the taxes required to keep up the public schools to a high standard. And when parents who earn their daily bread by their daily labor see the door of the school where the children of the well-to-do go, wide open for the admission of their own children, they will make great and willing sacrifices to secure to them the advantage of attendance.

Respectfully submitted,

JOHN D. PHILBRICK,

Superintendent of Public Schools.

SEPTEMBER, 1871.

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STATISTICS

ACCOMPANYING THE SEMI-ANNUAL REPORTS OF THE SUPERINTENDENT OF SCHOOLS FOR THE SCHOOL YEAR

1870-71.

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STATISTICS OF THE SCHOOLS.

Tables showing the number of teachers of each sex, in the different grades of schools, August 31, 1871.

REGULAR TEACHERS.

Schools.	Males.	Females.	Total.
Latin School	12	....	12
English High School	14	....	14
Girls' High and Normal School	1	20	21
Highlands High School	1	4	5
Dorchester High School	1	4	5
Grammar Schools	65	387	452
Primary Schools	....	327	327
Licensed Minors' School	....	2	2
Deaf-Mute School	....	4	4
Evening Drawing-School	9	....	9
Evening Schools	20	79	99
Kindergarten School	....	1	1
Totals	123	828	951

SPECIAL TEACHERS.

Schools.	Males.	Females.	Total.
Vocal and Physical Culture: all the Schools,	1	....	1
Military Drill: Latin, Eng. High and Highlands	1	....	1
Drawing: High and Grammar Schools	4	1	5
French: High Schools	3	1	4
German: Girls' High and Normal	2	....	2
Music: High, Grammar and Primary	6	....	6
Sewing: Grammar Schools	....	20	20
Totals	17	22	39

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HIGH SCHOOLS.

Semi-Annual Returns, February, 1871.

Schools.	Admitted.	Discharged.	Average whole number.			Average Attendance.	Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Sub-Masters.	H. Assistants.	Assistants.
			Boys.	Girls.	Total.								
Latin	95	14	254	....	254	245	9	97.0	1	9	2	..	..
English High	255	34	442	....	442	435	7	98.3	1	3	10	..	..
Girls' High & Normal	72	26	....	550	550	520	30	95.0	1	..	..	3	18
Roxbury High	30	12	90	126	216	208	8	97.0	1	..	..	1	3
Dorchester High	54	8	50	82	132	118	14	90.0	1	..	..	1	3
Totals	506	94	836	758	1,594	1,526	68	95.4	5	12	12	5	24

HIGH SCHOOLS.

Semi-Annual Returns, August, 1871.

Schools.	Admitted.	Discharged.	Average whole number.			Average Attendance.	Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Sub-Masters.	H. Assistants.	Assistants.
			Boys.	Girls.	Total.								
Latin School	9	153	213	....	213	199	14	93.0	1	10	1	..	..
Eng. High School	0	36	407	....	407	394	13	96.8	1	5	8	..	..
Girls' High & Normal	28	231	....	488	488	457	31	94.0	1	..	..	8	17
Highlands High	7	44	77	104	181	174	7	96.2	1	..	..	1	3
Dorchester High	4	5	44	75	119	110	9	91.9	1	..	..	1	3
Totals	78	469	741	667	1,408	1,334	74	94.3	5	15	9	5	23

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Number of Boys admitted to the English High School from the Grammar Schools during the years 1844–1871.

Schools.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.
Adams	9	10	10	7	9	9	5	11	11	0	0	0	0	1	2	7	5	3	1	7	2	7	8	4	18	1	11	12
Bigelow (Hawes)	7	4	1	2	5	7	4	3	4	5	6	7	8	9	15	10	9	5	3	6	4	13	13	19	16	21	24	30
Boylston	5	5	2	4	4	1	3	0	2	2	1	1	0	0	0	3	4	3	0	2	4	9	2	4	14	2	0	0
Brimmer	1	2	3	7	4	10	11	5	11	8	10	16	10	19	13	19	25	19	18	18	15	23	24	33	27	21	24	29
Chapman	..	..	..	..	..	0	0	3	1	3	3	3	2	1	3	2	5	5	1	3	6	3	4	12	17	9	14	8
Dwight	0	0	0	1	4	2	3	4	3	4	3	3	5	1	7	5	9	13	20	14	45	34	35	33	23	27	38	35
Eliot	8	9	6	9	2	6	2	0	4	9	9	9	7	8	4	3	4	4	3	8	6	8	13	8	9	20	11	14
Latin	0	1	2	5	4	0	0	0	4	3	5	5	2	8	2	1	0	6	6	2	4	3	3	2	3	1	7	2
Lawrence	..	..	..	..	..	..	..	..	..	..	..	..	0	0	0	6	4	2	5	1	2	1	7	5	6	14	18	24
Lincoln	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0	6	3	4	3	6	3	8	5	17	15	18	23
Lyman	0	3	5	4	..	6	1	2	0	4	3	2	1	0	0	2	2	2	0	0	0	1	5	7	6	6	7	11
Mayhew	7	9	3	4	8	6	11	8	11	14	7	3	6	13	6	9	7	6	5	6	9	8	15	11	7	10	5	9
Phillips	0	4	10	10	12	8	9	7	7	7	6	6	3	5	8	7	9	9	13	2	13	7	13	7	9	10	10	16
Prescott	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	9	6	7	14
Quincy	..	..	..	0	2	3	10	8	11	12	4	11	8	18	14	8	9	6	8	11	7	16	16	10	12	12	15	7
Rice	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	18	26	35

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GRAMMAR SCHOOLS.

Semi-Annual Returns, February, 1871.

Schools.	Admitted.	Discharged.	Average whole Number.			Average attendance.	Average absence.	Per cent. of attendance.	Masters.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	Sewing Teachers.
			Boys.	Girls.	Total.									
Adams	262	36	329	208	537	504	33	93.8	1	1	.	4	6	1
Bigelow	216	174	856	. . .	856	838	18	99.9	1	1	1	2	13	.
Bowditch	54	59	. . .	587	587	558	29	95.4	1	.	.	4	10	1
Bowdoin	323	259	. . .	513	513	474	39	92.0	1	.	.	3	8	1
Boylston	305	264	213	205	418	387	31	92.0	1	1	.	3	8	1
Brimmer	511	302	661	. . .	661	631	30	95.4	1	1	1	2	11	.
Chapman	219	74	301	245	546	515	31	94.0	1	1	.	4	6	.
Comins	127	219	445	388	833	768	65	92.0	1	1	.	5	8	1
Dearborn	471	469	384	333	717	661	56	92.2	1	1	.	3	10	1
Dudley	314	295	. . .	359	359	339	29	92.0	1	.	.	2	3	1
Dwight	387	290	618	. . .	618	598	20	96.5	1	1	1	2	8	1
Eliot	433	354	754	. . .	754	723	31	96.0	1	1	1	2	10	.
Everett	754	366	. . .	711	711	678	33	95.4	1	.	.	4	10	1
Everett (Dorc'ter)	49	29	97	89	186	167	19	90.0	1	.	.	.	4	1
Franklin	818	472	. . .	664	664	625	39	94.0	1	.	.	4	10	1
Gibson	24	21	76	60	136	118	18	89.3	1	.	.	.	4	.
Hancock	590	509	. . .	886	886	855	31	96.3	1	.	.	5	12	1
Harris	81	74	75	77	152	139	13	90.0	1	.	.	.	3	.
Lawrence	425	363	850	. . .	850	830	20	97.6	1	1	.	2	12	.

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GRAMMAR SCHOOLS.

Semi-Annual Returns, February, 1871 (*continued*).

Schools.	Admitted.	Discharged.	Average whole Number.			Average attendance.	Average absence.	Per cent. of attendance.	Masters.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	Sewing Teachers.
			Boys.	Girls.	Total.									
Lewis	326	230	255	232	487	454	33	91.0	1	1	.	3	6	1
Lincoln	205	158	432	329	761	717	44	94.0	1	1	.	4	9	1
Lyman	307	230	331	177	508	481	27	94.6	1	1	.	3	7	1
Mayhew	307	271	519	. . .	519	486	33	93.0	1	1	1	1	9	.
Mather	34	10	100	73	173	153	20	88.3	1	.	.	.	4	.
Minot	65	65	72	68	140	124	16	89.0	1	.	.	.	3	.
Norcross	406	342	. . .	679	679	663	16	97.5	1	.	.	3	10	1
Phillips	123	112	581	. . .	581	526	55	90.0	1	1	1	2	8	.
Prescott	596	369	319	262	581	544	37	94.0	1	1	.	4	7	.
Quincy	320	326	660	. . .	660	627	33	95.0	1	1	1	2	10	.
Rice	628	359	634	. . .	634	605	29	95.3	1	1	1	2	10	.
Sherwin	679	6	355	320	675	629	46	92.8	1	1	.	3	9	1
Shurtleff	270	252	. . .	582	582	542	40	93.0	1	.	.	4	8	1
Stoughton	11	5	48	69	117	109	8	92.0	1	.	.	.	4	.
Tileston	51	24	47	50	97	89	8	90.2	1	.	.	.	2	.
Washington . . .	151	273	386	. . .	386	365	21	94.8	1	.	.	3	2	.
Wells	375	285	. . .	473	473	452	21	96.0	1	.	.	3	7	1
Winthrop	937	711	. . .	796	796	720	76	90.4	1	.	.	5	12	1
Totals	12,154	8,657	10,398	9,435	19,833	18,685	1,148	93.2	37	19	9	91	283	18

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GRAMMAR SCHOOLS.

Semi-Annual Returns, August, 1871.

Schools.	Admitted.	Discharged.	Average whole No.			Average Attendance.	Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	II. Assist'nts.	Assistants.	Sew'g Tch'rs.
			Boys.	Girls.	Total.									
Adams	144	207	340	209	549	510	39	92.8	1	1	.	4	6	1
Bigelow	144	255	866	. .	866	815	51	94.1	1	1	1	2	14	.
Bowditch	211	245	. .	573	573	542	31	94.6	1	.	.	4	9	1
Bowdoin	181	226	. .	509	509	460	49	90.0	1	.	.	3	8	1
Boylston	148	185	205	210	415	378	37	90.5	1	1	.	1	8	1
Brimmer	202	270	673	. .	673	638	35	94.7	1	1	1	2	11	.
Chapman	72	73	271	217	488	448	40	91.0	1	1	.	4	7	.
Comins	164	104	431	359	790	738	52	94.1	1	1	.	5	10	1
Dearborn	263	250	374	342	716	660	56	92.5	1	1	.	4	10	1
Dorchester District	284	284	489	501	990	888	102	88.4	7	.	.	1	23	.
Dudley	109	144	. .	243	243	216	27	88.0	*1	.	.	3	4	1
Dwight	104	414	576	. .	576	554	22	96.0	1	1	1	2	8	.
Eliot	295	329	773	. .	773	727	46	94.0	1	1	1	2	11	.
Everett	195	614	. .	625	625	592	33	94.1	1	.	.	4	10	1
Franklin	322	604	. .	623	623	575	48	92.1	1	.	.	4	10	1
Hancock	330	373	. .	890	890	841	49	94.0	1	.	.	5	12	1
Lawrence	262	324	874	. .	874	841	33	96.2	1	1	2	2	12	.
Lewis	173	184	275	238	513	478	35	92.6	1	1	.	3	6	1
Lincoln	132	71	443	309	752	697	55	92.0	1	1	.	4	10	1
Lyman	138	202	326	178	504	467	37	92.7	1	1	.	3	7	1
Mayhew	212	248	505	. .	505	454	51	88.8	1	1	1	1	9	.
Norcross	230	256	. .	700	700	675	25	96.0	1	.	.	3	11	1
Phillips	95	139	602	. .	602	541	61	89.6	1	1	1	2	8	.
Prescott	246	492	295	256	551	506	45	91.5	1	1	.	4	7	1
Quincy	193	243	649	. .	649	618	31	95.1	1	1	1	2	10	.
Rice	235	566	559	. .	559	526	33	93.3	1	1	1	2	10	.
Sherwin	308	377	411	335	746	694	52	92.7	1	1	.	4	11	1
Shurtleff	214	276	. .	614	614	551	63	91.0	1	.	.	4	8	1
Washington	84	74	241	. .	241	224	17	92.0	1	.	.	3	3	.
Wells	191	220	. .	474	474	448	26	94.0	1	.	.	3	6	1
Winthrop	378	708	. .	714	714	637	77	88.8	1	.	.	5	12	1
Totals	6259	8957	10,178	9119	19,297	17,939	1358	92.3	37	19	10	94	292	19

* Female Principal.

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GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, February, 1871.

Schools.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number. February, 1871.	Under 8 years.	Between 8 and 10 years.	Between 10 and 12 years.	Between 12 and 14 years.	Between 14 and 16 years.	Over 16 years.
Adams . . .	87	69	75	98	96	101	526	1	50	138	222	79	36
Bigelow . .	53	55	105	201	216	231	861	3	167	297	254	83	57
Bowditch .	32	80	47	38	164	210	571	2	95	219	177	51	27
Bowdoin . .	46	91	101	90	94	99	521	0	77	163	163	60	58
Boylston . .	00	00	74	74	84	178	410	3	102	160	116	22	7
Brimmer . .	40	54	157	143	122	155	671	7	125	217	209	67	46
Chapman .	28	34	122	110	113	169	576	2	94	169	193	98	20
Comins . .	48	91	108	116	167	180	710	0	72	256	256	88	38
Dearborn .	82	81	96	96	101	201	657	0	51	234	243	69	60
Dorch. Dist.	95	161	180	186	235	159	1016	3	104	322	343	141	98
Dudley . .	40	27	26	37	41	56	227	2	25	56	87	28	29
Dwight . .	44	95	93	102	110	164	608	0	93	186	172	92	66
Eliot	39	103	90	90	201	214	737	4	156	278	211	64	24
Everett . .	57	91	85	135	161	151	608	0	90	176	223	104	87
Franklin . .	36	99	82	81	155	203	656	1	66	223	218	85	63
Hancock . .	47	49	184	212	187	180	859	4	160	356	252	59	28
Lawrence .	43	50	96	210	225	221	845	12	171	290	275	61	36
Lewis . . .	60	51	56	108	98	111	484	0	62	165	161	50	46
Lincoln . .	89	106	97	112	167	179	750	2	130	266	239	71	42
Lyman . .	47	56	81	84	108	131	507	0	55	157	201	66	28
Mayhew . .	75	45	42	41	128	168	499	3	70	192	170	43	21
Norcross . .	32	52	106	119	171	186	666	3	112	254	210	54	33
Phillips . .	44	51	143	112	109	136	595	0	91	210	214	59	20
Prescott . .	28	49	101	109	100	187	574	3	121	162	174	65	49
Quincy. . .	42	102	92	100	154	158	648	4	123	244	203	56	18
Rice	48	42	96	83	175	189	632	1	104	225	210	71	21
Sherwin . .	73	112	111	109	110	158	673	6	98	269	234	51	20
Shurtleff . .	40	44	99	109	105	192	589	4	94	202	189	59	41
Washington	17	10	38	50	50	58	223	0	25	80	87	16	15
Wells . . .	32	41	49	90	99	147	458	1	57	140	160	58	42
Winthrop .	55	81	109	102	157	285	789	5	111	238	246	102	87
Total . .	1499	2072	2940	3347	4203	5157	19,218	81	2946	6544	6312	2072	1263

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DORCHESTER GRAMMAR SCHOOLS.

Table showing the number of pupils in each Class, the number of the different ages, and the whole number in each Grammar School, February 28, 1871.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. Pupils to a Teacher.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Feb., 1871.	Under 8 years of age.	Between 8 and 10 years.	Between 10 and 12 years.	Between 12 and 14 years.	Between 14 and 16 years.	Over 16 years.
Everett	5	186	37	16	40	44	50	45	. .	195	2	38	55	58	30	12
Gibson	5	136	27	17	13	30	20	25	26	131	.	10	38	51	17	15
Harris	4	152	38	13	31	26	27	24	34	155	.	10	51	51	25	18
Mather	5	173	36	9	33	18	37	59	33	189	.	19	71	65	20	14
Minot	4	140	35	7	11	26	18	45	24	131	.	10	34	46	23	18
Stoughton . . .	5	117	24	18	18	21	19	17	22	115	.	4	42	44	17	8
Tileston	3	97	32	15	15	15	15	20	20	100	6	13	31	28	9	13
Totals . . .	31	1001	229	95	161	180	186	235	159	1016	8	104	322	343	141	98

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GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, August, 1871.

Schools.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number August, 1871.	Under 8 years.	Between 8 and 10 years.	Between 10 and 12 years.	Between 12 and 14 years.	Between 14 and 16 years.	Over 16 years.
Adams . . .	34	55	90	106	92	92	469	.	54	192	116	86	21
Bigelow . .	45	50	88	181	195	269	828	4	173	296	239	82	34
Bowditch .	30	77	46	88	172	176	539	7	104	205	157	38	33
Bowdoin . .	39	90	90	99	96	102	516	4	76	169	150	52	65
Boylston . .	. .	. .	62	75	76	160	373	4	85	164	95	19	6
Brimmer . .	41	39	120	87	122	179	588	3	118	204	159	56	48
Chapman .	22	28	109	96	84	195	534	1	96	160	173	52	52
Comins . .	45	77	155	160	201	131	769	2	109	286	259	74	39
Dearborn .	71	76	90	96	133	204	670	. .	67	227	255	61	60
Dorch. Dist.	94	127	143	164	247	241	1016	2	136	334	342	141	61
Dudley . .	24	23	25	27	33	58	190	1	34	52	54	25	24
Dwight . .	35	37	23	39	62	103	299	2	56	92	77	37	35
Eliot	32	79	88	86	198	220	703	12	176	261	189	47	24
Everett . .	54	13	17	38	62	77	261	1	34	73	64	38	51
Franklin . .	33	69	43	39	76	114	374	3	53	95	116	33	69
Hancock . .	44	46	176	175	187	188	816	11	215	209	211	30	40
Lawrence .	38	68	86	182	192	217	783	10	174	298	228	49	24
Lewis . . .	55	90	95	93	95	45	473	3	83	150	136	50	51
Lincoln . .	76	93	88	141	157	176	731	2	121	275	213	74	46
Lyman . .	36	47	57	77	94	132	443	. .	67	154	137	56	29
Mayhew . .	59	34	39	38	124	169	463	1	81	151	158	54	18
Norcross . .	30	45	82	97	143	243	640	2	110	256	200	39	33
Phillips . .	39	45	140	98	108	106	536	. .	73	185	163	89	21
Prescott . .	64	42	35	60	42	85	328	5	103	155	45	20	. .
Quincy . .	27	77	96	93	144	161	598	4	133	217	197	28	19
Rice	37	14	25	32	89	164	301	1	75	107	70	30	18
Sherwin . .	63	87	100	96	96	310	752	1	132	304	225	65	25
Shurtleff . .	38	37	90	90	196	149	600	5	99	235	168	46	47
Washington	16	13	36	42	59	67	233	. .	41	70	83	24	15
Wells . . .	26	38	37	102	91	135	429	1	68	111	150	56	43
Winthrop .	48	42	46	50	97	171	459	1	82	160	112	45	59
Total . .	1295	1658	2417	2802	3763	4779	16714	98	3027	5947	4941	1596	1110

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GRAMMAR SCHOOLS. — DORCHESTER.

Semi-Annual Returns, August, 1871.

Schools.	Admitted.	Discharged.	Average whole number.			Average Attendance.	Average Absence.	Per cent. of Attendance.	Masters.	Assistants.	Sewing Teachers.
			Boys.	Girls.	Total.						
Atherton	14	..	22	14	36	28	8	78.0	1*	..	..
Everett.....	43	43	96	108	199	180	19	90.7	1	4	..
Gibson	7	26	46	50	96	85	11	89.0	1	3	..
Harris	61	52	68	77	145	130	15	89.3	1	3	..
Mather.....	82	75	103	85	188	169	19	89.4	1	4	..
Minot	50	46	63	64	127	113	14	89.0	1	3	..
Stoughton	6	7	45	67	112	104	8	92.1	1	4	..
Tileston	21	35	46	41	87	79	8	90.1	1	2	..
Totals.....	284	284	489	501	990	888	102	88.4	8	23	..

* Female Principal.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, August, 1871.

Schools.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Feb. 28, 1870.	Under 8 y'rs.	Between 8 and 10 years.	Between 10 and 12 years.	Between 12 and 14 years.	Between 14 and 16 years.	Over 16 y'rs.
Everett ..	18	20	35	28	48	51	200	..	55	61	62	15	7
Gibson* ..	8	5	19	23	32	39	126	1	15	41	42	15	12
Harris ...	23	25	27	24	32	33	164	..	12	54	57	36	5
Mather ...	10	30	16	34	54	51	195	1	20	66	69	28	11
Minot	9	17	14	25	46	26	137	..	20	53	44	11	9
Stoughton	16	17	21	17	17	25	113	..	1	34	44	27	7
Tileston ..	10	13	11	13	18	16	81	..	13	25	24	9	10
Totals..	94	127	143	164	247	241	1016	2	136	334	342	141	61

* Grammar class of Atherton reckoned with the Gibson.

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GRAMMAR SCHOOLS.

Table showing the number of Teachers, the average whole number of Pupils, and the average number of Pupils to a Teacher (not counting the masters' head assistants in the districts exclusive of Dorchester) in each Grammar School for the half year ending February 28, 1871.

Schools.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	Schools.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams	12	537	48.8	Hancock....	18	886	52.1
Bigelow	18	856	50.0	Lawrence ..	17	850	53.1
Bowditch ...	15	587	41.9	Lewis	11	487	48.7
Bowdoin ...	12	513	46.8	Lincoln.....	15	761	54.3
Boylston ...	11	418	41.8	Lyman	12	508	46.1
Brimmer ...	16	661	44.0	Mayhew	13	519	43.2
Chapman ...	12	546	49.6	Norcross....	14	679	52.2
Comins.....	15	833	59.5	Phillips.....	13	581	48.4
Dearborn ..	15	717	51.2	Prescott	13	581	48.4
Dorch'r Dis.	31	1,001	32.2	Quincy	15	660	47.1
Dudley.....	6	359	71.8	Rice.....	15	634	43.8
Dwight.....	13	618	51.5	Shurtleff....	13	582	48.5
Eliot.....	15	754	53.8	Washington.	6	386	77.2
Everett.....	15	711	50.7	Wells	11	473	47.3
Franklin ...	15	664	47.4	Winthrop ...	18	796	46.8
Sherwin	14	675	51.9	Totals	439	19,833	45.1

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PRIMARY SCHOOLS.

Semi-Annual Returns, February, 1871.

Districts.	Schools.	Average whole number			Average attendance.	Average absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.						
Adams	9	286	123	409	378	31	91.5	249	161	410
Bigelow	14	420	313	733	671	62	91.2	432	296	728
Bowditch	10	221	232	453	416	37	91.7	290	155	445
Bowdoin	12	227	279	506	458	48	89.8	284	252	536
Boylston	6	157	148	305	284	21	92.7	197	114	311
Brimmer	12	242	236	478	432	46	90.9	299	190	489
Chapman	10	278	174	452	412	40	91.9	272	171	443
Comins	19	527	490	1,017	901	116	88.8	528	472	1,000
Dearborn	16	423	357	780	690	90	88.2	366	425	791
Dorchester	19	430	409	839	710	129	85.0	404	458	862
Dwight	6	117	145	262	241	21	91.6	165	106	271
Eliot	16	459	311	770	723	47	93.9	420	337	757
Everett	10	279	256	535	494	41	92.5	276	275	551
Franklin	6	169	152	321	292	29	91.1	168	160	328
Hancock	19	393	496	889	841	48	93.7	586	313	899
Lawrence	11	495	. . .	495	472	23	94.0	280	224	504
Lewis	9	218	211	429	383	46	89.4	226	202	428
Lincoln	8	274	173	447	408	39	90.8	270	196	463
Lyman	7	206	112	318	294	24	92.7	169	155	324
Mayhew	7	200	85	285	255	30	89.4	140	157	297
Norcross	14	165	547	712	687	25	96.4	384	277	661
Phillips	7	179	99	278	245	33	88.0	140	167	307
Prescott	8	209	200	409	368	41	89.4	216	206	422
Quincy	12	255	203	458	417	41	91.2	285	173	458
Rice	11	253	229	482	430	52	88.9	261	183	444
Shurtleff	9	218	214	432	386	46	89.7	267	166	433
Washington	15	343	345	688	628	60	91.4	380	336	716
Wells	12	272	290	562	527	35	93.6	334	236	570
Winthrop	9	182	188	370	337	33	90.5	248	126	374
Training School	1	21	26	47	45	2	95.0	32	16	48
Totals	324	8,118	7,043	15,161	13,825	1,336	90.1	8,568	6,705	15273

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PRIMARY SCHOOLS.

Semi-Annual Returns, August, 1871.

Districts.	Schools.	Average whole Number.			Average attendance.	Average absence.	Per cent. of attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.						
Adams	9	291	123	414	370	44	89.3	237	183	420
Bigelow	14	412	302	714	654	60	91.0	455	237	692
Bowditch	10	209	209	418	385	33	91.7	281	136	417
Bowdoin	12	232	251	483	430	53	87.5	268	206	474
Boylston	6	167	147	314	291	23	92.5	208	94	302
Brimmer	12	245	220	465	420	45	89.6	297	150	447
Chapman	10	287	172	459	411	48	90.1	303	154	457
Comins	15	412	399	811	721	90	82.8	496	348	844
Dearborn	17	429	384	813	720	93	88.0	458	386	844
Dorchester	19	448	442	890	760	130	86.3	548	433	981
Dwight	6	112	133	245	226	19	91.7	149	63	212
Eliot	16	427	305	732	682	50	80.2	499	221	720
Everett	10	272	242	514	463	51	89.1	293	218	511
Franklin	6	164	143	307	282	25	91.6	156	74	230
Hancock	19	391	480	871	817	54	93.3	596	258	854
Lawrence	11	490	. .	490	467	23	95.1	289	210	499
Lewis	9	238	187	425	380	45	88.4	238	192	430
Lincoln	10	312	196	508	461	47	90.5	285	198	483
Lyman	7	179	97	276	254	22	78.8	161	110	271
Mayhew	7	180	96	276	237	39	89.0	152	132	284
Norcross	14	197	433	630	609	21	97.4	400	249	649
Phillips	7	174	108	282	249	33	87.0	167	116	283
Prescott	9	244	214	458	405	53	88.1	244	163	407
Quincy	12	242	207	449	403	46	89.7	302	149	451
Rice	10	207	173	380	336	44	88.6	177	106	283
Sherwin	12	275	253	528	486	42	91.5	338	227	565
Shurtleff	9	217	193	410	371	39	90.0	281	143	424
Washington	7	158	155	313	280	33	88.9	189	99	288
Wells	12	241	258	499	456	43	90.3	307	150	457
Winthrop	9	173	202	375	336	39	89.2	244	121	365
Training School	1	20	24	44	42	2	97.0	13	3	16
Totals	327	8,045	6,748	14,793	12,404	1,389	89.4	9,031	5,529	14,560

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PRIMARY SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each District, August, 1871.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. July, 1870.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . .	108	54	55	53	48	102	420	49	84	104	96	87
Bigelow . .	113	110	104	126	106	133	692	83	170	202	137	100
Bowditch .	64	71	85	57	54	86	417	87	93	101	80	56
Bowdoin .	79	101	64	79	44	107	474	70	100	98	91	115
Boylston .	45	46	53	47	48	63	302	50	87	71	56	38
Brimmer .	61	92	50	110	45	89	447	94	111	92	92	58
Chapman .	68	60	68	60	85	116	457	80	107	116	87	67
Comins . .	134	105	162	108	151	184	844	121	185	190	153	195
Dearborn .	137	141	117	126	95	228	844	166	132	160	152	234
Dorchester	256	178	164	114	131	138	981	153	206	189	183	250
Dwight . .	24	27	36	44	41	40	212	26	60	63	40	23
Eliot . . .	116	118	106	107	105	168	720	118	204	171	120	107
Everett . .	76	76	68	87	98	106	511	65	109	119	100	118
Franklin .	13	36	40	37	50	54	230	29	63	64	39	35
Hancock .	110	128	116	163	141	196	854	173	222	201	107	151
Lawrence .	87	84	73	69	58	128	499	114	93	82	112	98
Lewis . . .	66	68	82	62	67	85	430	56	105	95	110	64
Lincoln . .	68	46	104	81	74	110	483	61	101	123	115	83
Lyman . .	40	43	43	47	45	53	271	36	57	68	72	38
Mayhew .	58	63	35	34	30	64	284	41	55	56	63	69
Norcross .	111	129	78	106	99	126	649	94	149	157	116	133
Phillips . .	53	45	38	34	39	74	283	66	53	48	49	67
Prescott. .	72	75	47	16	69	128	407	82	73	89	80	83
Quincy . .	67	72	70	66	75	101	451	79	122	98	70	82
Rice . . .	36	73	36	15	53	70	283	54	56	68	54	51
Sherwin .	126	97	99	58	88	97	565	104	104	130	109	118
Shurtleff .	64	61	61	75	57	106	424	80	110	91	74	69
Washington	56	51	46	50	35	50	288	52	73	64	56	43
Wells . . .	81	65	76	83	66	86	457	84	102	121	84	66
Winthrop .	66	61	41	42	61	94	365	75	85	84	73	48
Training	4	1	1	3	3	4	16	5	4	4	2	1
Totals . .	2,459	2,377	2,218	2,159	2,161	3,186	14,560	2,447	3,275	3,319	2,772	2,747

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PRIMARY SCHOOLS.

DORCHESTER DISTRICT.

Semi-Annual Returns, August, 1871.

Sub-Districts.	Schools.	Average whole Number.			Average attendance.	Average absence.	Per cent. of attendance.	Between 5 and 8 years.	Over 8 years.	Whole number at date.
		Boys	Girls	Total						
Atherton	1	20	23	43	36	7	83.0	28	16	44
Everett	2	61	56	117	97	20	81.1	81	50	131
Gibson	2	41	33	74	64	10	85.1	39	42	81
Harris	3	77	81	158	136	22	85.3	96	87	183
Mather	3	75	79	154	128	26	83.2	115	72	187
Minot	3	66	84	150	121	29	85.6	88	45	133
Stoughton	3	75	58	133	121	12	90.5	53	91	144
Tileston	1	11	16	27	25	2	93.1	26	9	35
Stoughton, Intermed'te	1	22	12	34	32	2	93.0	22	21	43
Totals	19	448	442	890	760	130	75.5	548	433	981

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PRIMARY SCHOOLS.

Table showing the number of Primary Pupils in each District, and the average number of Pupils to a School, or Teacher, during the half year ending February 28, 1871.

Districts.	No. of Schools.	Whole Number.	No. to a School.	Districts.	No. of Schools.	Whole Number.	No. to a School.
Adams	9	409	45.5	Lewis.....	9	429	47.6
Bigelow ...	14	733	52.3	Lincoln	8	447	55.8
Bowditch ..	10	453	45.3	Lyman.....	7	318	45.4
Bowdoin ..	12	506	42.1	Mayhew ...	7	285	40.7
Boylston...	6	305	50.8	Norcross ...	14	712	50.9
Brimmer ..	12	478	39.9	Phillips	7	278	39.7
Chapman ..	10	452	45.2	Prescott....	8	409	51.1
Comins	19	1,017	53.5	Quincy	12	458	38.1
Dearborn ..	16	780	48.7	Rice	11	482	43.8
Dorchester.	19	839	44.1	Shurtleff ...	9	432	48.0
Dwight	6	262	43.6	Washington	15	688	45.8
Eliot	16	770	48.1	Wells.....	12	562	46.8
Everett ...	10	535	53.5	Winthrop ..	9	370	41.1
Franklin ..	6	321	53.5	Training ...	1	47	47.0
Hancock...	19	889	46.7				
Lawrence .	11	495	45.0	Totals....	324	15,161	46.7 av.

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PRIMARY SCHOOLS.

Table showing the number of Primary Pupils in each District promoted to the Grammar Schools, March 1, 1871, *and the average number promoted to each School in the respective Districts:* —

Districts.	No. of Schools.	Sent to Gr. Sch.	No. to a School.	Districts.	No. of Schools.	Sent to Gr. Sch.	No. to a School.
Adams	9	38	4.2	Lewis.....	9	64	7.1
Bigelow ...	14	130	9.2	Lincoln	8	59	7.3
Bowditch ..	10	78	7.8	Lyman	7	60	8.5
Bowdoin ..	12	83	6.9	Mayhew ...	7	53	7.5
Boylston ..	6	48	8.0	Norcross...	14	107	7.6
Brimmer ..	12	73	6.0	Phillips	7	45	6.4
Chapman ..	10	63	6.3	Prescott ...	8	68	8.4
Comins....	19	182	9.5	Quincy	12	67	5.5
Dearborn ..	16	102	6.3	Rice.....	11	73	6.8
Dorchester.	19	117	6.1	Shurtleff...	9	58	6.4
Dwight....	6	42	7.0	Washington	15	124	8.2
Eliot.....	16	147	9.1	Wells.....	12	89	7.4
Everett....	10	85	8.5	Winthrop ..	9	73	8.1
Franklin...	6	44	7.3	Training ...	1	....	....
Hancock ..	19	124	6.5				
Lawrence..	11	91	8.2	Totals	324	2,387	7.3

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CLASSIFICATION OF PRIMARY SCHOOLS, JULY, 1871.

Districts.	One class.	Two classes.	Three classes.	Four classes.	Five classes.	Six classes.	1st Class only.	6th Class only.
Adams	8	..	..	1	..	..	2	2
Bigelow	11	2	..	..	1	..	2	2
Bowditch	6	4	..	..	..	..	1	2
Bowdoin	1	9	1	..	1	..	..	1
Boylston	..	6	..	..	..	..	..	..
Brimmer	11	..	..	..	1	..	2	2
Chapman	8	2	..	..	..	..	1	2
Comins	9	3	2	..	..	1	2	2
Dearborn	14	3	..	..	..	..	3	3
Dwight	6	..	..	..	..	..	1	1
Eliot	13	2	..	..	1	..	2	3
Everett	8	2	..	..	..	..	1	2
Everett (Dor.)	..	1	1	..	..	..	..	..
Franklin	6	..	..	..	..	..	1	1
Gibson	..	1	1	1	..	..	..	..
Hancock	3	12	3	..	..	1	..	1
Harris	..	3	..	..	..	..	..	..
Lawrence	10	..	1	..	..	..	2	2

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CLASSIFICATION OF PRIMARY SCHOOLS, JULY, 1871. (*Continued.*)

Districts.	One class.	Two classes.	Three classes.	Four classes.	Five classes.	Six classes.	1st Class only.	6th Class only.
Lewis	..	3	6	..	..	..	..	..
Lincoln	7	2	..	..	..	1	1	2
Lyman	6	..	..	..	1	..	1	1
Mayhew	..	3	4	..	..	..	..	..
Mather	..	3	..	..	..	..	..	..
Minot	..	2	1	..	..	..	..	..
Norcross	11	1	1	1	..	..	2	2
Phillips	..	3	3	1	..	..	..	..
Prescott	3	5	..	1	..	..	..	2
Quincy	12	..	..	..	..	..	2	2
Rice	6	4	..	..	..	..	..	2
Sherwin	3	7	1	..	1	..	2	..
Shurtleff	7	2	..	..	..	..	1	2
Stoughton	..	3	..	..	1	..	..	..
Tileston	..	..	1	..	..	..	..	..
Training	..	..	1	..	..	..	..	..
Washington	2	5	..	..	..	..	1	..
Wells	8	3	1	..	..	..	2	2
Winthrop	5	4	..	..	..	..	1	2
Total	184	100	28	5	7	3	33	43

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The following Table shows the number of persons in the city between the ages of five and fifteen, in the month of May, for ten years, and also the amount received by the city, in each year, from the State School Fund:—

Years.	Persons between Five and Fifteen Years of Age.	Proportion of Income from School Fund.
1862	32,929	5,926 85
1863	32,147	6,364 99
1864	32,854	6,430 63
1865	34,902	6,750 44
1866	35,225	8,082 08
1867	36,030	5,310 30
1868	43,109	11,545 13
1869	42,624	8,171 38
1870	46,301	7,226 79
1871	45,970	12,015 14

The following Table shows the average whole number, the average attendance and the per cent. of attendance, of the public day schools of all grades, for ten years, ending July 31, 1871:—

Years.	Average Whole Number.	Average Attendance.	Per Cent.
1861–62	27,081	24,544	90.6
1862–63	27,051	24,516	90.6
1863–64	26,961	24,617	91.6
1864–65	27,095	25,001	93.0
1865–66	27,723	25,809	93.5
1866–67	28,126	26,265	94.0
1867–68	32,885	30,399	92.7
1868–69	33,535	31,126	93.3
1869–70	35,164	32,463	92.3
1870–71	36,174	33,464	92.5

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The following Table shows the aggregate of the average whole number and attendance of the pupils of the HIGH SCHOOLS, *for ten years, ending July* 31, 1871:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1861–62	755	725	96.0
1862–63	733	696	94.9
1863–64	527	691	94.5
1864–65	740	712	96.1
1865–66	776	751	96.2
1866–67	873	845	96.7
1867–68	1,050	977	95.7
1868–69	1,064	1,025	95.7
1869–70	1,288	1,230	95.9
1870–71	1,501	1,430	95.2

The following Table shows the aggregate of the average whole number and attendance of the GRAMMAR SCHOOLS, *for ten years, ending July* 31, 1871:

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1861–62	13,064	12,264	93.9
1862–63	13,347	12,439	93.1
1863–64	13,523	12,601	92.8
1864–65	13,915	13,110	93.8
1865–66	14,394	13,620	94.2
1866–67	14,849	14,026	94.1
1867–68	17,450	16,362	93.3
1868–69	18,043	16,963	93.9
1869–70	19,028	17,807	93.2
1870–71	19,565	18,312	92.3

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The following Table shows the aggregate of the average whole number and attendance of the pupils of the PRIMARY SCHOOLS *for ten years, ending July* 31, 1871.

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1861–62	13,262	11,556	87.1
1862–63	12,971	11,412	89.4
1863–64	12,713	11,325	87.5
1864–65	12,440	11,179	89.1
1865–66	12,553	11,438	90.3
1866–67	12,405	11,393	91.1
1867–68	14,385	13,060	89.3
1868–69	14,384	13,101	90.4
1869–70	14,739	13,330	90.4
1870–71	14,977	13,614	89.4

The following Table shows the number of PRIMARY SCHOOLS, *the average number and the average attendance to a school, for ten years, ending July* 31, 1871.

YEARS.	Schools and Teachers.	Average No. to a School.	Average Attend. to a School.
1861–62	250	53.0	46.0
1862–63	264	51.0	45.0
1863–64	254	50.0	44.5
1864–65	257	48.4	43.5
1865–66	256	49.0	44.7
1866–67	259	47.8	43.0
1867–68	303	47.4	43.1
1868–69	307	46.8	42.6
1869–70	323	45.9	41.2
1870–71	327	45.8	41.6

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SCHOOL CENSUS.

Table showing the number of Children in each Ward between five and fifteen years of age, and the number at school, May, 1871, *as reported by the census-taker.*

Wards.	Children between 5 and 15.	Attending Public Schools.	Attending Private Schools.
1	5,026	3,741	767
2	4,826	3,700	372
3	2,145	1,776	241
4	831	599	175
5	1,959	1,630	24
6	1,517	1,083	331
7	6,656	4,683	846
8	1,535	1,246	130
9	2,015	1,510	253
10	2,178	1,724	222
11	2,599	1,824	589
12	4,639	3,488	580
13	1,901	1,500	87
14	2,227	1,771	252
15	3,333	2,689	160
16	2,226	1,829	168
Deer Island,	257	257	....
Thompson's Island	100	....	100
Total,	45,970	35,050	5,297

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ORDINARY EXPENDITURES.

Annual Expenditures for the Public Schools of Boston for the last seventeen financial years, ending 30th of April, in each year, exclusive of the cost of the school-houses; also the average whole number of scholars for each school year ending July 31.

Financial Year.	No. of Scholars.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total Rate per Scholar.
1854–55..	23,439	$222,970 41	9.51	$62,350 50	2.66	12.17
1855–56..	23,749	224,026 22	9.43	67,380 06	2.84	12.27
1856–57..	24,231	225,730 57	9.32	72,037 71	2.97	12.29
1857–58..	24,732	258,445 84	10.45	86,849 27	3.51	13.96
1858–59..	25,453	268,668 27	10.56	86,098 21	3.38	13.94
1859–60..	25,328	277,683 46	10.96	95,985 15	3.79	14.75
1860–61..	26,488	286,885 93	10.82	111,446 31	4.21	15.03
1861–62..	27,081	300,181 28	11.08	108,245 06	4.00	15.08
1862–63..	27,051	310,632 43	11.50	115,641 97	4.27	15.77
1863–64..	26,960	324,698 51	12.04	140,712 56	4.85	16.89
1864–65..	27,095	372,430 84	13.74	180,734 00	6.67	20.41
1865–66..	27,723	403,300 82	14.54	172,520 76	6.22	20.77
1866–67..	28,126	492,796 66	17.52	186,908 85	6.64	24.16
1867–68..	32,885	548,615 90	16.68	224,090 51	6.81	23.49
1868–69..	33,535	719,628 04	21.45	263,048 96	7.84	29.29
1869–70..	35,164	720,960 65	20.50	226,451 95	7.57	28.07
1870–71..	36,174	816,344 66	22.11	315,254 70	8.71	30.82

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TOTAL EXPENDITURES.

Table showing the net TOTAL *expenses of the city, for Education, for seventeen years, from May* 1, 1854, *to April* 30, 1871, *inclusive.*

Financial Year.	Salaries of Teachers.	Incidental Expenses.	Cost of School-houses.	Total Expenditure.
1854–55.....	$222,970 41	$62,350 50	$103,814 73	$389,135 64
1855–56.....	224,026 22	67,380 06	149,732 80	411,139 08
1856–57.....	225,780 57	72,037 71	51,299 26	349,067 54
1857–58.....	258,445 34	86,849 27	225,000 00	570,294 61
1858–59.....	268,668 27	86,098 21	105,186 42	459,952 90
1859–60.....	277,683 46	95,985 15	144,202 67	517,871 28
1860–61.....	286,835 93	111,446 31	230,267 04	628,549 28
1861–62.....	300,181 28	108,245 06	166,181 50	574,567 84
1862–63.....	310,632 43	115,641 97	107,812 74	534,087 14
1863–64.....	324,698 51	140,712 56	5,870 87	471,281 94
1864–65.....	372,430 84	180,734 00	90,609 84	643,774 68
1865–66.....	403,300 82	172,520 76	200,532 64	776,375 22
1866–67.....	492,796 66	186,908 85	101,575 09	781,280 60
1867–68.....	548,615 90	224,090 51	188,790 80	961,497 51
1868–69.....	719,628 04	263,048 96	346,610 78	1,329,287 78
1869–70.....	720,960 65	266,451 95	612,337 86	1,599,750 46
1870–71.....	816,344 66	315,254 70	443,679 71	1,575,279 07

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REPORT

OF THE

COMMITTEE ON MUSIC.

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REPORT OF THE COMMITTEE ON MUSIC.

In School Committee, Dec. 12, 1871.

The Committee on Music respectfully submit the following as their report upon the condition of the department of instruction under their charge.

During the past year, some further modifications in the plan of musical instruction have been made. These changes and modifications are, in a measure, the result of the constant expansion of the city limits, requiring the adaptation of such instruction to the wants of the newly acquired territory. The organization of this department of the Boston Public Schools is now as follows: —

The general control and supervision of the whole plan of musical instruction rests upon one responsible head, who is called the Supervisor of Musical Instruction in the Boston Public Schools, etc., whose duty it is to exercise a similar care and responsibility over the whole musical department of our educational system to that now exercised by the master of a Grammar School over the various classes in the district under his charge. He is at the same time teacher of music in the High Schools. The Grammar department, which, under the new arrangement in gradation, consists of six classes in each school, is under the charge of two professional teachers of music, one of

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whom is responsible for the teaching in the two upper classes of the same grade in all the schools of the city, with the exception of those in the newly annexed district of Dorchester, the other in the four lower classes of this grade. The Primary Schools are in like manner placed under the charge of one professional teacher, with the exception of Dorchester, as before mentioned. In this last-named district all the classes of the Primary and Grammar departments are for the present under the general charge of a single professional teacher; this provision is only temporary, it being intended as soon as possible to merge these schools in the Boston organization. All the officers and teachers above alluded to are subject to the executive authority of the Standing Committee on Music, who derive their power from the School Board.

Ten minutes in each session in the Primary Schools, and fifteen minutes each day in the lower classes of the Grammar Schools, are required to be devoted to instruction in music by the regular teachers of the schools. The first and second classes of the Grammar department devote one half hour each week to this study, under the personal instruction of the professional teacher, and ten minutes each day are required to be devoted to musical instruction by the regular teachers in the second class, under the general direction of the music teacher. It is hoped that the Board will allow the further provision that ten minutes each day shall be given to such instruction by the regular teacher in the first class, in like manner as in the classes of a lower grade. In the High School, a specified

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number of hours each week is given to this study under the personal tuition of the professional teacher, and, in addition, in the Girls' High and Normal School, such instruction is required to be given as shall qualify the pupils to teach in their turn this branch of study in our common schools.

The number of pupils whose musical instruction is under the general charge of the various professional teachers may be stated as follows: —

In the Primary Schools, under Mr. Mason . . .	13,903
In the four lower classes of the Grammar department, under Mr. Holt	12,966
In the two upper classes, under Mr. Sharland . .	2,732
In the High Schools, under Mr. Eichberg . . .	1,408
Besides which there are in the Primary and Grammar Schools in the Dorchester District, under Mr. Wilde	1,906

This in August, 1871.

A systematic and progressive course of musical instruction is thus given to all the pupils of the public schools in the city of Boston, except the boys of the Latin and English High Schools, where the plan is not yet fully in operation, commencing with the children of five or six years of age, when they first enter the Primary school-room, and ending with the highest class of the pupils of the Girls' High and Normal School, who are themselves preparing to become teachers in their turn.

Let us go over this method of instruction in somewhat of detail.

The first attempt of the teacher is to gain the

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attention of the children by singing to them some easy melodic phrase within the range adapted to their voices, and asking them to repeat it after him, — to imitate the sounds he has given them in their proper order. This, after a few trials, the majority of the class will do. Some ten or fifteen minutes are spent in this way, and they have taken their first lesson in music. It is purely a matter of rote-singing, of the easiest and simplest kind. The interest of the children is excited, their attention aroused, their appreciation of musical sounds for the first time perhaps awakened. A few lessons are given in this way at the outset.

But true rote-singing, as Mr. Mason has happily expressed it, is "a very different thing from the ordinary 'hap-hazard' singing we too often find in our Sunday schools and in common schools where no regular instruction in music is given." It is an appeal to the imitative faculty, which young children possess in so great a degree of perfection; and hence the greatest care should be taken that the example be a proper model for imitation as regards method and style, and purity and correctness of tone, even in the utterance of the simplest musical phrase. These preliminary rote-lessons should therefore be given, when possible, by the professional teacher himself. And they must needs be few and not long-continued. Even at this early stage in the musical instruction, great attention is given to the formation of a proper quality of voice. The difference between a good and bad quality is illustrated by examples. The child is called upon to use a smooth and pleasant intonation

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in speaking, in reading, in recitation, and in singing. Above all, he is taught to avoid a noisy use of the voice.

As preliminary to the exercise of the voice in singing — and it applies to reading as well — the young children are trained in the following points: —

1. A proper position of the body.
2. The right management of the breath.
3. A good quality of utterance, as just mentioned.
4. The correct sound of the vowels.
5. A good articulation.
6. An intelligent expression of the sense.

Care, too, is to be taken in the singing exercises of young children, that a too great compass be not attempted. The child is allowed to sing only in the middle register, or where he makes the tones with the least effort. Commencing our instruction with the rote-singing, as already stated, the first six sounds of the G scale are only attempted at the outset. Even within this limited range many of the best juvenile songs may be found. After the voice has been well practised in this compass, it may be extended upward and downward to a judicious extent, taking care *not to strain* the voice in the least degree.

The pitch and compass of the voice having thus been attended to, musical phrases of easy rhythmical structure are next taught in double and in triple time, the rote-method still being used. Various devices are resorted to to attract and keep the attention of the child to the lesson (*i. e.*, marking the movement by a curve upon the black-board, holding up the hand and

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pointing out the motives, sections and phrases upon the fingers in turn, etc., etc.). At this stage, musical notation, in its simplest form, is begun. The teacher explains, — gives examples which the pupil is required to imitate. With all these, practical exercises upon the sounds of the scale are intermingled.

In the second year of primary instruction the pupil is taught to know the different kinds of notes and rests, to understand the nature of quadruple and sextuple time, and the manner of beating the same, the accentuation as applied to music, etc. He is also mildly indoctrinated into the mysteries of the chromatic scale, so far as the simple change from the natural into the keys of G and F major is concerned.

In the third and last year of primary instruction he is taught to describe by its intervals the major diatonic scale, etc., etc.

In the lowest class in the Grammar Schools the pupil is rapidly led over the whole ground taken in his primary course, now and henceforward by reference to the musical characters — rote-teaching and rote-singing being for the most part abandoned. The child is now expected to begin to read the notation of simple musical phrases at sight.

We gave in last year's report an explanation of the progress and method of instruction in the two lower classes of the Grammar Schools, and we may be excused if we repeat these explanations here, in order to carry on the illustrations of our method of musical instruction through this part of the grammar course.

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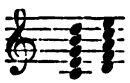
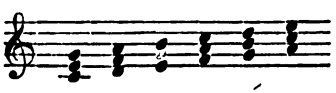
In the sixth or lowest class is commenced an intellectual study of the sounds of the scale. Children are taught to recognize any sound of the scale by its scale name; as, 1, 2, 3, 1, 4, 2, 5, 6, 4, 7, 8, etc.; and they will produce the same at the dictation of the teacher. This is to educate the ear.

One or two minutes are spent in this exercise, which is followed by a representation of the sounds, thus: —

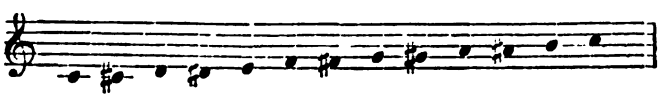


which trains the eye together with the ear.

Five minutes are spent in this way, each day, as a drill exercise, followed by practice upon the music charts. The result of this drill is remarkable. The ear becomes so well trained that children will go to the black-board and write the scale, or *pitch-name*, of any sounds given with the syllable *la*. This drill of single sounds is followed by triad practice, after which the class is divided, an additional pointer used, and the pupil is trained in two-part harmony, thus: —



This is followed by the practice of two-part songs upon the charts, together with the beating of the time; and, in addition to this, in the fifth and fourth classes, by the chromatic scale and a study of the keys which grow out of it, *e.g.*: —



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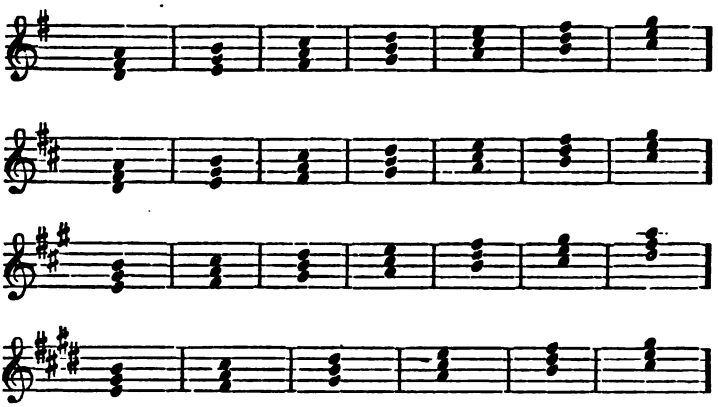
And such has been the progress that children ten or twelve years of age will go to the black-board and write the pitch of any progression of sounds which may be given in any of the sharp keys. It is safe to say that at the end of the school year the fourth class will have so practical a knowledge of all the nine different keys, that they will sing correctly any choral which may be written in any of those keys, at sight.

The pupils become familiar with the position of each scale upon the staff, the same as in the key of C. To illustrate: —



This brings us through the two lower classes and completes the second series of charts, which covers the major scale in nine different keys.

In the fourth class is commenced the study of such intervals as are necessary to a thorough understanding and analysis of the triads on the different degrees of the scale, such as the major and minor second, major and minor third, perfect and diminished fifth, etc.; also the most usual form of the chord of the seventh is taught.

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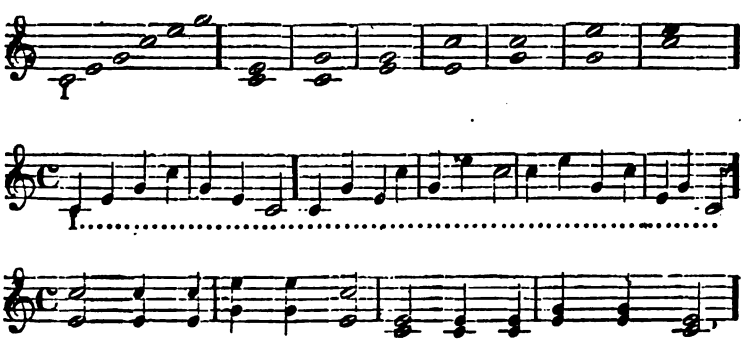
After the class is familiar with the major and minor thirds, there follows an explanation of the Roman numerals used to indicate major and minor on different degrees of the scale, thus: —

This, followed by an explanation and analysis of fifths, develops an intelligent idea of the triads as found on the different degrees of the scale, thus: —

These triads are first studied separately, and the pupils are shown some of the exercises in one and two parts that grow out of each triad. To illustrate: —



The triad on the fifth degree is introduced in the same way, followed by exercises in one and two parts,

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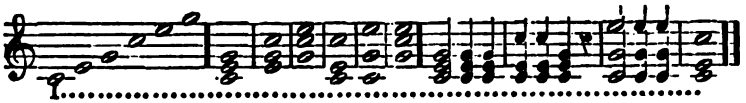
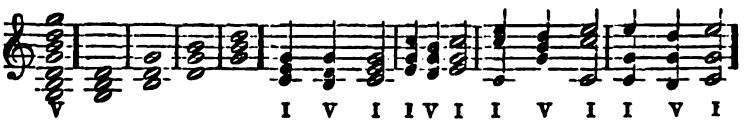
composed of both triads. The instruction proceeds this way until all the triads have been introduced and added in the exercises; this is continued, with two-part singing, through the fourth class.

In the third class, this ground is reviewed, adding the other triad, which gives the three parts, thus: —



Then follows the name for the harmony which grows out of the major triad on the first degree, viz., "Tonic Harmony."

One illustration more will be sufficient to show the manner in which the triads are studied, which is as follows: —



In studying the harmonic relation of sounds, the pupils are gradually becoming familiar with the ground-work of three-part singing as based upon the triads, and in acquiring a practical knowledge of the *inversion* of triads.

At the end of this year the pupils can readily sing in plain three-part harmonies, and should understand all the signs and characters used in musical composition, and be able to comprehend and read at sight any of the music found in our ordinary collection of psalmody.

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An essential element in the plan of such teaching, up to this point, as we have seen, is this: that it be given mainly by the regular school teachers, with the aid and general direction only of a professional teacher. And we take it for granted that all the regular teachers can do their part in such instruction. It requires in the system we have been considering no special musical ability or previous training. An *aptness to teach* only is necessary, and any person who is fitted in other respects to hold the responsible position as a teacher in a public school has the ability, we contend, to learn in a very short time (under the direction of a competent professional head) how to teach the elements of music, as well as the other studies required in our common schools. Nor is it necessary that the teacher should be able to sing in order to be successful in this branch of study, though of course it is an aid.

In the two upper classes of the Grammar Schools, under the musical direction of Mr. J. B. Sharland, the lessons of the lower classes are at first carefully reviewed, the pupils receive an additional training in the scale of C, and the triads of the different degrees, while rhythmical studies in the easier kinds of measure such as $\frac{4}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ time are practised. A series of short solfeggios, lately introduced and written upon the black-board by the music teacher, has been found highly useful. They are in one, two, and three parts, including most of the simpler sub-divisions of time, as well as the plain harmonies resulting from the major scale. As we meet in the boys'

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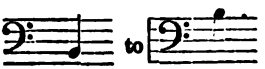
Grammar Schools with pupils whose voices are in the process of changing, it is thought best to excuse them, for the time being, from participating in the vocal exercises; but they are required to be present and to give their attention to the lesson. Among the solfeggios above mentioned, there are some for soprano, alto, and bass, the latter part being taken by the boys, whose voices, without being yet fully settled, have passed through the ordeal of mutation. They are not allowed to force their voices above a simple *piano*, and the parts allotted to them do not exceed the limit of one octave, say from



Such a discreet use of the voice in its course of formation is believed to be no more injurious to it than shouting and screaming upon the play-ground.

The pupils, having been previously instructed in the theory of transposition of the scale, practise now the triads of the scales of G, D, A, E, B, F, B♭, E♭, A♭, and D♭. After this, solfeggios in all these keys are placed before them, giving the pupils not only the ability to read in the above keys, but also ample practice in accentuation, the proper use of the voice and of respiration. The compound times, such as $\frac{6}{4}$, $\frac{6}{8}$, $\frac{12}{8}$, are now also attempted for the first time. Part-songs, "healthy both in music and words," as Mr. Eichberg has well expressed it in his report to the committee, are used to enliven a lesson, which,

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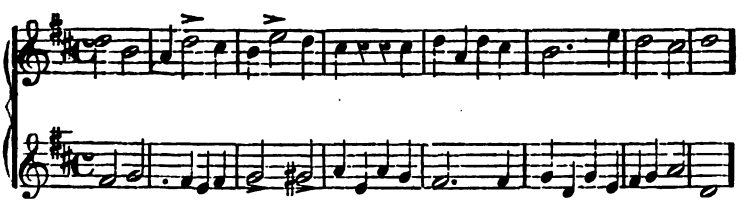
without such a recreation, would not enlist the attention of the pupils for any great length of time. These songs, like the exercises, are, at first, practised without the piano; it is only when the pupils have learned to sing the parts unaided that the piano accompaniment is added. At this point attention is given to the minor scales, in both their harmonic and melodic forms, their relationship to the major scale explained, and some practice commenced in the chief triads of the same.

Thus far the scholars have practised only non-modulating exercises. The study of the chromatic scale opens here an easy road to solfeggios, including modulations to the dominant, sub-dominant, and relative minor keys. The terms, as used by composers, indicating various kinds of movement, such as Adagio, Allegro, Moderato, etc., are in turn explained. A music slate, or some similar device, would here greatly facilitate the labor of the teachers, and could be furnished at a trifling expense.

The pupils who have passed through this course of study can be fairly expected to read at sight, with comparative ease, exercises like the following: —



The High School Department now includes the following, viz.: —

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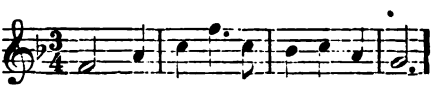
1. Girls' High and Normal School.
2. Highland High School (mixed).
3. Dorchester High School (mixed).
4. English High School (boys).
5. Public Latin School (boys).

In these schools, under the personal instruction of Mr. Julius Eichberg, music of a higher and more difficult order is taken up for practice, and some knowlenge of harmony and of musical composition is imparted.

The Girls' High and Normal, Highlands and Dorchester High Schools admit as pupils those who have graduated from the Grammar Schools, and have consequently had the benefit of their graded system of musical instruction. The course begins here with a review of the work done in the Grammar Schools. To the practice of triads is added that of the inversions, such as the chords of the sixth and of six-four. The chords of the seventh are also studied in their various positions, for example, $\frac{6}{5}$, $\frac{6}{4}_{3}$, and $\frac{6}{4}_{2}$. This is done in both major and minor modes. By dividing the classes into three or four parts, most of the chords can be so thoroughly practised that the pupils learn to recognize them in the choruses and other works used in the lesson. Dictation of short musical phrases is here attempted, and, after a few months' study, the pupils may be expected to write correctly sentences like the following: —



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Singing at sight constitutes the chief study of the junior classes, and the faculty of *thinking* music, *i. e.*, thinking of sounds without singing, is carefully cultivated. A short solfeggio is written upon the blackboard, and the pupils are then requested to look at the exercise, and to mentally conceive how it would sound. Great importance is attached to this study, tending, as it does, to bring the mental faculties more and more to bear upon music. The training of the eye, hardly less important in music than in drawing, is much facilitated by this practice. In at least two of the three above-mentioned schools this forms a portion of their musical training.

In order to cultivate the taste early in life, to direct it to that which is purest and truest in music, only the works of the best masters are studied. These are carefully analyzed before putting them to practice; their course of modulation, as well as their general construction, is explained.

The middle and senior classes receive, in addition to their exercises in singing at sight and practice in part-songs, some information concerning the nature and character of the orchestral instruments, and, whenever feasible, they are made acquainted, through the form of short lectures, with the lives and chief works of the great classical composers. Whenever a new work is taken up, some facts are given concerning the composer and his influence upon musical art.

The following selections are those practised by the upper classes: —

MOTETT. — "Ye sons of Israel." — *Mendelssohn.*

MOTETT. — "The Lord is a good Shepherd." — *Mendelssohn.*

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MOTETT. — Psalm 23d. — *F. Schubert.*
"Sleep, noble Child." — *Cherubini.*
Three-part Canon. — *Cherubini.*
Three-part songs by *F. Hiller*, and by *Schumann.*
Chorals harmonized by *J. S. Bach.*

In the Dorchester and Highland High Schools, four-part mixed choruses are practised, in addition to the theoretical exercises above named. Musical instruction having been only recently commenced in the Latin and the English High Schools, it is too early to speak of the methods employed and results obtained. A general interest in this department of study has already manifested itself among the pupils. When these last-named schools shall have been brought up to the standard already attained in the Girls' High and Normal and those of the other high schools, where music has been studied and practised for years, we have reason to believe that performances of oratorios and cantatas may be attempted by the pupils of the high department of our public school system with a good measure of success.

During the past year the Committee on Music, with the consent of the several District Committees, have given to Messrs. Sharland, Holt, and Mason permission to take, in addition to their specified duties of supervision and instruction in their respective grades, the sole responsibility and direction of the musical instruction in one Grammar School district each: — this for the purpose of allowing these gentlemen to develop throughout the whole course of primary and grammar teaching their own methods and views. It is an ex-

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periment only, to last for a limited time, with the hope of adding to the general plan any improvement which may be thus elicited, not as a retrograde step toward the dividing of the city into sections for individual instruction, as some have supposed. Indeed, your committee are more than ever convinced of the excellence of the present system of musical instruction as described in the preceding pages of this report. They believe it to be the simplest, most effective and least expensive plan of public musical instruction yet devised. Under its operation the present gratifying condition of this department of our common school system has been gained, and by it they hope in the future, without more occupation of time or any further considerable expenditure of money, to demonstrate a still higher degree of progress.

ANNUAL MUSICAL EXHIBITION.

The Annual Musical Exhibition of the Public Schools of the City of Boston, under the direction of the Standing Committee on Music, was given, according to long-established custom, in the Boston Music-Hall, on Wednesday, the twenty-fourth day of May last.

I.

On the morning of that day the pupils of the lower classes of the Grammar Schools, to the number of about one thousand, occupied the vast platform and took part for the first time in the exercises of the day. These pupils ranged in age from about eight to eleven

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or twelve years, and were selected from the above-named grades of the grammar classes in every section of the city. They were conducted to the hall under the guidance of their masters and teachers, and marhalled upon the stage in excellent order and discipline. The exercises began punctually at ten o'clock, under the conductorship of Mr. H. E. Holt, the director and teacher of music in these grades, and occupied about an hour and a half. The following programme was rendered with accompaniment of organ and orchestra: —

I. ORGAN VOLUNTARY.

II. OVERTURE.

III. CHORAL, — " Praise ye the Lord." *Arranged by Dr. A. Marx.*

I.

Praise ye the Lord!
Praise the King who of all things is giver;
Praise him, all men!
Let all nations extol him forever.
Glory and fame,
Blessing and praise crown his name;
He is of all good the giver.

II.

Praise ye the Lord!
For his love let the loud-swelling chorus
Sound to the skies;
O'er all his foes he is ever victorious.
Glory and fame,
Blessing and praise crown his name;
Raise ye the loud-swelling chorus.

IV. MORNING HYMN. (Double Chorus.) *From Mehul's Joseph and his Brethren.*

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I.

FIRST CHOIR.

Lord, God of Israel, infinite and holy,
Humbly we bow before thy throne;
Bless all thy children, cheer and
bless the lonely;
On thee we build — on thee alone.

SECOND CHOIR.

Lord, God of Israel, infinite and holy,
Humbly we bow before thy throne:
Bless all thy children, cheer and
bless the lonely;
On thee we build — on thee alone.

II.

DOUBLE CHORUS.

Lord, God of Hosts,
Author of our being,
Blessing and honor, praise and power,
Be unto thee, Father of mercies,
By all on earth, by all in heaven.

V. PHYSICAL EXERCISES, ... *By the pupils.*

VI. COME AWAY TO THE FIELDS, ... *By Auber.*

I.

Come away to the fields a-Maying,
See the frolicsome lambkins playing;
The sky is blue, the spring is new,
Young May is fair and bright.
Come away over heath and mountain,
By the streamlet and gushing fountain,
Thro' field and grove, where joy and love
Awaken pure delight.
Flocks gambolling, herds galloping,
Birds dashing the spray;
Trees blossoming, bees honeying,
Earth robing for May.
Then let us away, where fields are gay,
And garland the day with festive play.
Let us away, let us away, away, away, away.

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II.

We have twined thee a wreath of posies,
Woven violets, pinks and roses,
So bright and sweet, and yet so fleet,
Oh, haste before they die!
Come away to the cavy mountains,
We will drink from the sparkling fountains,
And see the spray-like sunbeams play,
Like light of laughing eye.
Mirth rollicking, songs echoing,
Hearts swelling with glee;
Streams murmuring, birds carolling,
All joyous and free.
Then let us away, where fields are gay,
And garland the day with festive play.
Let us away, let us away, away, away, away.
(*Coda.*) Thro' field and grove, where joy and love
Awaken pure delight.

VII. Teaching Exercise, Illustrating the Course of Musical Instruction in these Grades.

VIII. Gayly Launch and Lightly Row . . *Mercadante.*

I.

Gayly launch and lightly row,
Gayly launch and lightly row,
While the zephyrs gently blow,
While the zephyrs gently blow;
Farewell sorrow, farewell sorrow,
Till to-morrow, till to-morrow,
Love and joy should banish woe,
Love and joy should banish woe.

II.

Hear the water kelpies sing,
Hear the water kelpies sing,
See the sparkling gems they fling,
See the sparkling gems they fling,
Brightly glancing, brightly glancing,
Lightly dancing, lightly dancing,
In a bright protecting ring,
In a bright protecting ring;
(*Coda*) Should banish woe, should banish woe,
Yes, yes, yes, love and joy and joy and joy.

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These exercises afforded much gratification to the audience which crowded the hall, and gave evidence of the genuine excellence of the musical instruction in this division of our Grammar School classes.

II.

The Musical Exhibition of the High and the upper classes of the Grammar Schools took place at the usual hour of 4 P. M., under the conductorship of Mr. Julius Eichberg, General Supervisor of Music in the Public Schools. Mr. J. B. Sharland, the director and teacher of music in the upper classes of the Grammar Schools,presided at the organ. The following programme was performed: —

I. ORGAN VOLUNTARY, *by Mr. J. B. Sharland.*

II. CHORAL, ... *Johann Cruger*, 1649.

The Bass and Tenor Parts by the pupils of the Latin, English, Highlands, and Dorchester High Schools.

Deck thyself, my soul, in gladness,
Leave the dreary depths of sadness;
In his presence now appearing,
Bask in sunlight blest and cheering,
For the Lord, in good delighting,
To his table is inviting.
He whose praise in Heaven is swelling
Now in thee will hold his dwelling.

Who on earth desires a treasure
Offers gold in equal measure;
For this gift from Heaven conceded,
Naught of earthly gold is needed.
Search the world's vast riches over,
Yet no treasure thou'lt discover,
Which as payment could be given,
For this gift vouchsafed from Heaven.

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III. Overture, — "Euryanthe," . . . . *Von Weber.*

IV. Solo and Chorus, from "Athalie," . . *Mendelssohn.*

The Soli by the High Schools.

V. Sister Spirits, Haste Away! . . *Brinley Richards.*

VI. Sailor Chorus . . . . . *Wallace.*

Sail on the midnight gale;
While the sprays of the wave,
The pearly oar lave,
With soft and soothing sound.

VII. Overture, — "Jessonda," . . . . . *Spohr.*

VIII. Trio, — "Lift Thine Eyes," from the Oratorio of "Elijah," *Mendelssohn.*

By the Pupils of the Girls' High and Normal, Highlands and Dorchester High Schools.

IX. Glee, — "Away to the Fields," . . *J. Eichberg.*

Words by B. E. Woolf, Esq.

The Soli by the pupils of the Girls' High and Normal, Highlands and Dorchester High Schools.

Away to the fields, away,
Upon this fresh May day;
The meadows bright
Seem to invite;
Let us the call obey.
The thrilling song
Of the feathered throng
With music fills the grove.
The odors rare
Of the balmy air,
Breathe naught but peace and love.
Then sing and hie away,
Upon this bright May day.

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Solo (High Schools).

Come where sportive sunbeams play,
Come where flickering shadows stray,
Come where odors fresh and rare
Float on the dewy morning air.
CHORUS. — Away to the fields, away, etc.

Solo (High Schools).

Come gather rosy garlands fair,
To deck your gayly-flowing hair;
Oh! come and view what joys are born
Within the woods this joyous morn.
CHORUS. — Away to the fields, away, etc.

X. MASTER STORK'S RETURN, ... *Marschner.*

XI. MADRIGAL, — "I Love my Love," *B. Allen, Mus. Doc. Oxon.*

XII. WAKE, GENTLE ZEPHYR, — Full Chorus, . . *Rossini.*

Wake, gentle Zephyr, your softest spell,
And o'er the waters waft our sad farewell!
Breathe round us, music, your tuneful strain,
And sweetly whisper, we shall meet again.

Though far away we now are doomed to rove,
From childhood's home and friends we truly love,
Kind memory still shall shine upon our way,
And mingle in our dreams this parting lay.

XIII. THE OLD HUNDREDTH PSALM.

The chorus on this occasion consisted, as in former years, of about twelve hundred pupils, selected from the several High Schools, and the two upper classes of the Grammar Schools, representing every section of the city (except the newly-annexed Dorchester District), and was accompanied by a full and excellent orchestra and the organ. For the first time in the history of these exhibitions the bass and tenor

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parts were represented in the chorale by pupils selected from the Latin and the English, Roxbury, and Dorchester High Schools, and the performances showed, in all respects, a marked and gratifying improvement upon the efforts of former years, excellent and praiseworthy as they have hitherto been.

A prominent event in the musical history of the year was the festival given by the pupils of the public schools, in honor of His Imperial Highness the Grand Duke Alexis, of Russia. This entertainment took place at the Boston Music Hall, on the 9th of December, 1871, in the presence of His Imperial Highness and suite, the Governor of the Commonwealth, the Mayor of Boston, and members of the City Government and School Committee, and a large and brilliant assembly of citizens and distinguished guests from various parts of the country. The arrangements for the festival were made on a scale of liberality commensurate with the dignity of the occasion. The hall was richly and appropriately decorated. The music performed was mainly taken from the programme of last May; the additional numbers consisted of a GRAND MARCH OF WELCOME, composed by Mr. Eichberg for the occasion, introducing the Russian National Hymn, and dedicated to His Imperial Highness the GRAND DUKE ALEXIS, OF RUSSIA, and the following beautiful and appropriate ode, written by *Oliver Wendell Holmes:* —

Shadowed so long by the storm-cloud of danger,
Thou whom the prayers of an empire defend,
Welcome, thrice welcome! but not as a stranger,
Come to the nation that calls thee its friend!

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Bleak are our shores with the blasts of December,
  Fettered and chill is the rivulet's flow;
Throbbing and warm are the hearts that remember
  Where was our friend when the world was our foe.

Look on the lips that are smiling to greet thee,
  See the fresh flowers that a people has strewn;
Count them thy sisters and brothers that meet thee;
  Guest of the Nation, her heart is thine own!

Fires of the North, in eternal communion,
  Blend your broad flashes with evening's bright star!
God bless the Empire that loves the Great Union;
  Strength to her people! Long life to the Czar!

This last was adapted to the air of the "Russian Hymn," and was sung in unison by the great choir of pupils, accompanied by the full orchestra and the organ. Owing to the limited notice of the coming of the imperial guest to our city but little time was allowed for preparation. The concert took place on Saturday afternoon. On the Monday previously the music began to be distributed to the schools by sections, the city being divided for this purpose into four divisions, — one section or division being supplied each day. The first four days of the week were thus required to complete the circuit. About one-half of the chorus selected for this occasion had taken part in the May Festival, and were therefore familiar with the music; by the remaining one-half it was now seen for the first time. A single lesson of one or two hours in duration, was allowed to each school. On Friday there was a partial rehearsal, in Bumstead Hall, followed by a full rehearsal, with orchestra and organ, upon the stage in the

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Music Hall, which together occupied about one hour and a half. And the next day the public performance was given in presence of the imperial visitor and an audience which crowded the building to its utmost capacity. It was a most interesting feature in the history of the school year, marking, as it did, a notable progress of this important department in our system of public education.

Respectfully submitted,

J. BAXTER UPHAM, *Chairman.*
JOHN P. ORDWAY,
FRANCIS H. UNDERWOOD,
ROBERT C. WATERSTON,
WARREN H. CUDWORTH,
CHARLES L. FLINT,
WILLIAM B. MERRILL,
Committee on Music.

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REPORT

OF

SCHOOL COMMITTEE

ON

DRAWING.

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REPORT.

In accordance with the order of the Board, passed July 11, 1871, the Committee on Drawing present the following Report: —

During the past year Drawing has been introduced into all grades of Public Schools in this city, and the teachers generally have given ample evidence of their ability to teach this exercise, provided a suitable system may be given them. Even with the text-books in use in the schools for some years past, those teachers who have taken pains to instruct themselves have produced most gratifying results in their schools, and have settled the question of the capacity of all pupils in the schools to practise Drawing.

Our oldest instructor in Drawing, Mr. Wm. N. Bartholomew, to whom our public-school children are indebted for all their instructions in Drawing for many years, and whose published text-books have been of great benefit in many schools throughout the country, has felt obliged to retire from active instruction, and seek the restoration of his health in rest.

His place has been filled by Mr. Charles Furneaux, whose work in the evening schools and elsewhere has proved very successful. Mr. B. F. Nutting has been nominated as instructor, and assigned to the Roxbury High School, where he has for some years been a teacher. Mr. Hitchings, Mr. Barry, and Miss Bailey, continue their instruction.

In some cities the suggestion in relation to the partial adoption of Madame Cavé's system, contained in the last report of this committee, have been followed with gratifying success. Where the number of pupils to a teacher is large, as is unfortunately the case in most of our schools, it becomes impossible to examine often enough the work of

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each one, and if the pupils are told to draw a line in a certain way, personal inspection only will show whether it has been drawn correctly, unless each pupil be made to correct himself, as Madame Cavé advises. With the Bartholemew books this is easily done, by giving the pupil a slip of tracing paper, on which he shall carefully trace the copy; then, when he has drawn in his book, by placing the tracing over his word, any faults in form or size are at once detected, and can with the help of rubber be corrected. When the exercise has been well drawn on half of the page, the copy may be turned over or removed and the exercise be repeated on the other half of the page from memory alone. This is so easily done with the books now in use in the majority of schools in this State, that the system has met with favor, and been followed, so far as can be judged in the short time of its trial, with a due measure of success. In our own schools it has not been tried, but the system of Bartholomew has been used under the most careful supervision that the committee and instructors could give. As the instructors in Drawing have, in addition to their work in the High Schools, undertaken the supervision of the Grammar Schools also, it has been necessary to divide the district among them, in proportion to their regular work. This division is as follows: —

SUPERVISION OF DRAWING FOR 1871.

GIRLS' HIGH AND NORMAL SCHOOL. — W. M. BARTHOLOMEW.

Mondays, Wednesdays, Thursdays, Fridays and Saturdays.

SCHOOLS.	DAYS.	Feb.	Mar.	Apr.	May.	Jun.	July.	REMARKS.
Norcross		23	..	4	9	13	18	
Lawrence		..	7	11	16	20	25	Primary Schools, Tuesdays, P.M.
Lincoln		7	14	18	23	27	..	
Bigelow		14	21	25	30	..	..	
Shurtleff		21	28	..	2	6	11	

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ENGLISH HIGH SCHOOL. — H. Hitchings.

Tuesdays, Wednesdays, Thursdays, Fridays and Saturdays.

Schools.	Days.	Feb.	Mar.	Apr.	May.	Jun.	July.	Remarks.
Bowdoin	Monday.	13	. .	2	14	. .	2	
Eliot	"	20	. .	9	21	. .	9	
Hancock	"	27	. .	16	. .	4	16	
Mayhew	"	. .	13	23	. .	11	. .	
Phillips	"	. .	20	30	. .	18	. .	
Wells	"	3	27	. .	7	25	. .	

LATIN SCHOOL. — C. A. Barry.

Mondays and Thursdays.

Schools.	Days.	Feb.	Mar.	Apr.	May.	Jun.	July.	Remarks.
Adams	Tuesday.	. .	7	4	2	3	11	
Bowditch	Wednesday.	1	15	12	10	14	12	
Boylston, Franklin	Friday.	3	10	7	5	9	7	Primary Schools, P.M.
Brimmer	Saturday.	4	11	8	6	10	15	
Chapman	Tuesday.	7	14	11	9	20	25	
Comins	Wednesday.	8	22	19	17	21	19	
Dearborn	Friday.	10	17	14	12	16	14	
Dudley, Washington . . .	Saturday.	11	18	15	13	17	22	
Dwight	Tuesday.	14	21	18	16	27	18	
Everett	Wednesday.	15	29	26	31	28	26	
Lewis	Friday.	17	24	21	19	23	24	
Lyman	Saturday.	18	25	22	20	24	23	
Prescott	Tuesday.	21	28	25	30	. .	11	
Quincy	Wednesday.	. .	8	5	3	7	5	
Rice	Friday.	24	31	28	. .	2–30	. .	
Winthrop	Saturday.	25	. .	1–29	. .	6	8	

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PRIMARY SCHOOLS.

The work here has been almost entirely with slates. The dots, crosses, and lines of Miss Stickney's excellent system are giving an excellent training of both eye and hand, and the accuracy with which children, six and seven years old, draw squares, triangles, and other geometrical figures, gives promise of most satisfactory results, when other and more advanced examples can be placed before them in the higher schools.

Mr. Bartholomew has published a series of charts, for the use of Primary Schools, which are good selections from the cards authorized by the Board; but in the Boston schools it seems better that the teachers should make the enlarged copies themselves on the blackboard, as is now done in many, indeed most of the schools, that the children may not only see that the task can be done, but also the exact method. If there are any teachers who cannot do this, they are surely incompetent for their position, and should at once give place to those who are able to teach what any of their pupils can learn.

GRAMMAR SCHOOLS.

Many of the Grammar Schools are still doing the work of Primary Schools, and endeavoring by exercises with the straight lines and simple geometrical figures to acquire a tolerable command of the pencil. In all the upper classes throughout the city, drawing from solid models should be introduced as soon as possible. Some difficulty has been found from the propensity to rule, which requires more vigilance than some teachers seem willing to give. The children who have had a proper primary training find it much easier to reject all rulers. Both teachers and committee have constantly called attention to the importance of a reliance on the

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eye alone; and some teachers have punished those pupils who use rulers, by making them repeat the exercise out of school hours.

HIGH SCHOOLS.

In the Latin School only the lowest classes are as yet instructed in Drawing, and their work has been most elementary. The larger part of the pupils had never received any instruction before. All have, however, made satisfactory progress. In the High School the upper classes draw from solid models, in books prepared for the purpose, under the direction of Mr. Hitchings. The models are not such as will increase the taste or excite the interest of the pupils, and will give place to better ones as soon as they can be procured. In several of the divisions the skill already acquired has been put to practical use in illustrating recitations on the board, and in notes of botanical lessons. In the departments of physical and natural science the teachers find a very great assistance in the pencil and chalk, properly used. Every room in this school, and the work of every pupil, have been carefully inspected, and both teachers and pupils are working earnestly, and generally successfully.

In this, as well as in the Grammar Schools, a system of composition has been introduced as a recreation. At certain times the pupils are allowed to make an original design in the blank portion of their books, and by this they are shown the necessity of skill in drawing lines and estimating spaces. The pupils all seem much interested in this exercise, and, although their designs are crude, and generally devoid of beauty, as they have had no applicable instruction, yet it has been very profitable to them.

In the Roxbury High School a course has been pursued entirely different from that in the other schools of this city. The pupils have, in many cases, selected their own models, and have usually chosen most execrable ones. Much time

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has been devoted to perspective, without any satisfactory results, and, with the system used, it is quite impossible for one instructor to give enough assistance to the pupils. The work of all the pupils has been carefully inspected more than once by several of the committee, and the want of a careful primary training was felt to be almost universal in the school.

In the Dorchester High School there has been a want of uniformity, and the work of the instructor has been needlessly increased and even wasted. The pupils, however, are interested, and with another year will, no doubt, produce satisfactory results. The instruction in perspective, both in this and in the preceding school, requires great change to adapt it to the needs of the pupils.

The Girls' High and Normal School is the only school in the city where suitable provision has been made for instruction in Drawing. A room has been furnished with desks, where a class can be so arranged that the light may fall upon the models in use, and where all extraneous matters may be excluded. With suitable models this room is all that is desired. The work done hitherto has been very exact, but at the same time rather mechanical, and devoid of that interest which should inspire every pupil. In the primary department some excellent examples have been placed before the children, and these must show the young ladies, many of whom are being trained for teachers, the immense power such a facility in the use of crayon gives a teacher when face to face with her class. The chief difficulty in this school seems to be in the examples selected, or rather used, for there has been no opportunity for selection.

In this connection must be mentioned the gift, by the American Social Science Association, of a collection of casts of antique statues and bas-reliefs.

This collection was selected and arranged with especial

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reference to the æsthetic culture of the young ladies of the school, by Mr. C. C. Perkins.

That these casts may be more fully appreciated and made of more use, the following list is given :—

1. *Frieze of the Parthenon.* The original, executed in marble by Phidias and his pupils about 435 B. C., was a band encircling the body of the Parthenon, and was elevated about thirty feet from the ground. As it was under the shade of the peristyle the colors and gilding with which it was covered were protected, and at the same time made the sculpture more easily seen. At the school its position is reversed, and it encircles the inside of the hall.

The Parthenon was much damaged by the explosion of a powder magazine, and by bombshells during the Turco-Hellenic wars, and a portion of this frieze was utterly destroyed, not, however, before an artist had made rough sketches of the whole work. Lord Elgin brought the remains to London, where they were purchased by the British Government for £35,000. They are deposited in the British Museum, forming a principal part of the Elgin marbles, and from these the casts have been made.

The subject represented is the great procession on the last day of the Panathenaic festival. This vast concourse of Athenians, some in chariots, some on horses, some on foot, bearing olive branches or baskets of fruits and flowers as votive offerings, wound through the principal part of the city, and up the steep ascent of the Acropolis. In the midst was a ship, from whose mast hung the sacred peplus, a crocus-colored veil or covering embroidered by Athenian maidens as an annual offering from the people of Athens to the protecting deity of the city over whose buildings her huge statue kept guard day and night. Arrived before the temple the archon and priestess of the temple received the peplus; and the portion of the frieze directly above the stage represents this sacred gift, while the Olympian deities calmly behold the adoration of mortals.

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The whole frieze is full of life and action, and the figures, although small, are yet so marvellous that even their broken and battered condition does not deprive them of their beauty and value; it has been well said that they must be ground to powder to conceal the hand of the master.

2. *Caryatid.* The female figures called caryatides, from Carya, a town in Arcadia, were used in place of columns to support the southern portico of the Erechtheum on the Acropolis. One of these six figures was brought to England, by Lord Elgin, in 1814.

3. *Diana.* From the Louvre. This figure is usually called Diana of Gabii, because discovered in the ruins of that city, near Rome, in 1792. It probably dates from the fourth century B. C. Sometimes called Atalanta.

4. *Venus.* From the Louvre. Usually called Venus of Milo (the ancient Melos in the Ægean), where it was found in three pieces, in 1820. As in most ancient statues, the name is simply a conjecture, and from the position, it may as well have been a statue of victory, supporting a shield (now gone), on which were carved heroes' names, to which she points. It was probably of the same age as the preceding statue, and originally stood in a niche, as the back is simply blocked out.

5. *Polymnia.* From the Louvre. The Muse is represented leaning, perhaps on a rock of Helicon. It was restored by a Roman sculptor, near the beginning of the present century.

6. *Pudicitia.* From the Vatican. Found in the villa Maltei, at Rome. Its present name was applied from its general resemblance to a figure, so-called, on Roman medals. It is called also the Tragic Muse, and by others a portrait of the Empress Livia. The right hand is a poor restoration. This, the most costly, is also one of the best models for study of drapery in the collection, and it is hoped that some of the advanced pupils may profit by it.

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7. *Amazon.* From the Museum of the Capitol, Rome. Found in the Villa Maltei.

8. *Genius of the Vatican.* Found near Rome, about a century ago, and thought to be a copy of a Cupid of Praxiteles; by others, with more probability, the Genius of Death.

9. *Psyche.* From the Naples Museum. It was found in the amphitheatre at Capua.

10. *Demosthenes.* From the Vatican.

11. *Bone Player.* From the Berlin Museum. This is thought to have been a portrait executed near the beginning of the Christian Era.

12. *Apollo.* (Archaic.) From the British Museum, and more ancient than any other work in the collection, dating probably at the beginning of the fifth century B. C. A bust.

13. *Apollo.* (Pourtales.) From the British Museum. This bust was formerly in the gallery of Count Pourtales, at Paris.

14. *Zeus Trophonius.* From the Vatican. An imitation, if not an actual specimen, of te Archaic style.

15. *Jupiter.* From the Vatican. Found at Otricoli, about forty miles from Rome. Usually referred to, as a type of the head of Zeus at Elis, by Phidias. The original is made of marble from quarries not worked before the first century of our era.

16. *Juno.* From the Villo Ludovisi at Rome. This head probably formed part of a colossal statue, the work of a Greek sculptor in the fourth century B. C.

17. *Pallas.* From the Louvre. The statue to which this head belonged was found at Velletri, in 1797.

18. *Bacchus.* From the Capitoline Museum, Rome.

19. *Æsculapius.* From the British Museum. Found in the Island of Milo, in 1828, and supposed to have been executed about 300 B. C.

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20. *Homer*. From the Capitoline Museum.
21. *Pericles*. From the Vatican.
22. *Young Augustus*. From the Vatican.

These have all been suitably arranged in the large exhibition hall of the new school-house on Newton street, where teachers and pupils may study such master-pieces. Such collections, if properly used, cannot but be of immense advantage to our schools, forming, as it were, a crown to the whole system of art education. What we need most now are primary examples, through which the pupils may be led to a just appreciation of much in these casts that is now to them a sealed book. That this want will be supplied, we have every reason to hope, and we feel confident that not only the pupils of this school, but the advanced pupils and teachers throughout the city, will soon examine with pleasure and profit this collection of casts, which, although small, is yet unexceptionable and admirably fitted to impart correct ideas of beauty and true form. It will be not an unworthy preparation for the full enjoyment of our future Art Museum, when the statues in this hall have been studied and understood.

Lectures on ancient art have kindly been given in this room by Mr. C. C. Perkins, to the pupils of the school, and the lessons thus imparted were received with interest and profit.

FREE EVENING SCHOOL.

Late in November notice was given in the public papers that a Free Drawing School would be established by the city, and November 28th the registry was opened. Nearly a thousand men, women, and children entered their names, age, occupation, and residence. Many more were turned away, as the rooms provided by the city would not accommodate them.

The officers of the Institute of Technology kindly consented

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to open their fine building to the school, and the Superintendent of Public Buildings hired the large drawing-room, which was supplied with gas-light for this purpose, and four other rooms, which were not intended for this use, and were wholly unsuitable both in light and arrangement.

December 6th the school opened, with Mr. Daniel W. Willard as principal, and Messrs. Wm. E. Hoyt, Edw. R. Clark, C. M. Moore, Chas. Furneaux, C. S. Ward, and Frank B. Morse, as assistants. From the registers it was found that the average age of the pupils was 22.72 years,—the oldest 55, the youngest 15. Ninety-six distinct occupations were represented: carpenters (155), machinists (135), students (117), clerks (43), and wood-carvers (38), being the most numerous. It was difficult to meet so various wants; but as it was soon found that a very few had received any previous instruction in Drawing, the work of classification was much simplified, as, to a certain stage, all would require the same course.

The large drawing-room, accommodating about 100 pupils, was used for the class in mechanical and architectural Drawing with instruments, and, as each pupil was allowed only two evenings each week, about 200 used the tables and instruments.

As it was difficult, if not impossible, for the pupils to procure suitable apparatus, this was purchased by the city, and is now on hand for future classes. Papers and pencils were also furnished free of cost to the pupils. The chief trouble was in procuring copies or models, and this was met by the preparation of lithographs of geometrical and mechanical problems, and finally by borrowing from the Institute and from architects.

One room, in charge of Mr. Morse, was devoted to free-hand Drawing in crayon from solid models, after the system of M. Hendrick, in use in the schools in Belgium; and, although this class was the smallest, it was the one of all the

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others where mechanics could reap the most advantage. The blind desire to use instruments before a simple line figure could be drawn by the eye was hard to resist, and much good instruction was wasted on those wholly unprepared for the use of instruments.

Every pupil throughout the school had a card bearing his or her name, number, and evenings; and, to procure instruments, this card was deposited in the case, to be returned when the instruments were replaced in order. With this system, the loss was very insignificant.

In the rooms devoted to general Drawing, under the charge of Messrs. Furneaux and Moore, the selection of models was left mostly to the Instructors, as the whole matter was experimental. The first lesson was from small pebbles, which the pupils collected for themselves. They were told to imitate them as closely as possible, and the result was a most complete failure, so far as the drawings went, but the deficiency shown was of simple outline; and the next step was to place on the board the admirable examples of Mr. Walter Smith, which were reduced by the pupils. As the outline improved, twigs, oak leaves, and plaster casts were used, — the latter borrowed of Professor Wm. R. Ware. When both outlines and shadow had been partly mastered, flowers were used to encourage rapidity of execution, as the pupil must use all energy to draw the outline, at least, before the flower faded; and a lesson of two hours, or a single evening, was all that could be allowed for this. Callas, rosebuds, tulips, and petunias were principally used, because most easily obtained; but other flowers were used for especial purposes, as, with one pupil, who seemed determined to make heavy lines, a pot of lilies of the valley was tried; and the evident unsuitableness of heavy lines to represent so delicate a flower completely cured the fault. Mr. Furneaux procured all the flowers, and our thanks are due to the florists, and to the Horticultural Society, who kindly gave us many specimens

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at a season when they were not easily procured, and would have cost the city a large sum, if purchased.

A portion of the class in General Drawing was trained almost exclusively on plaster-casts, with, perhaps, some disadvantage, as the outline was neglected. With all, the careful copying of flat encaustic tiles was given as a practice in regular geometrical Drawing, and the representation of color by flat even tints.

This instruction was varied by frequent lessons in ornamentation, with short lectures on various adaptations of flower or plant form to ornament, and on the historical order of this class of design, by the instructors, members of the committee, and others. Then the pupils were encouraged to combine conventional forms in original designs; and good and bad effects were illustrated by specimens of paper-hangings and printed cloths. The results of the very short and inadequate instruction in design were not marked, and so much importance is attached by your committee to this branch, that another winter, when more advanced pupils have been secured, strenuous efforts will be made to make it effective. The South Kensington rules or principles of Decorative Art are so concise and useful, that they are here reprinted, as the text of the instruction given.

GENERAL PRINCIPLES OF DECORATIVE ART.

The true office of ornament is the decoration of utility. Ornament, therefore, ought always to be secondary to utility.

Ornament should arise out of, and be subservient to, construction.

Ornament requires a specific adaptation to the material in which it is to be wrought, or to which it is to be applied; from this cause, the ornament of one fabric or material is rarely suitable to another, without proper readaptation.

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True ornament does not consist in the mere imitation of natural objects, but rather in the adaptation of their peculiar beauties of form or color to decorative purposes, controlled by the nature of the material to be decorated, the laws of art, and the necessities of manufacture.

PRINCIPLES OF DECORATIVE ART.

I. The Decorative Arts arise from, and should properly be attendant upon, architecture.

II. Architecture should be the material expression of the wants, the faculties, and the sentiments of the age in which it is created.

III. Style in architecture is the peculiar form that expression takes under the influence of climate and materials at command.

CARPETS.

The surface of a carpet serving as a ground to support all objects should be quiet and negative, without strong contrast of either form or color.

The leading forms should be so composed as to distribute the pattern over the whole floor, not pronounced either in the direction of breadth or length.

The decorative forms must be flat, without shadow or relief, whether derived from ornament, or direct from flowers or foliage.

In color the general ground should be negative, low in tone, and inclining to the tertiary hues; the leading forms of the pattern being expressed by the darker secondaries; and the primary colors, or white, if used at all, should be only in small quantities, to enhance the tertiary hues, and to express the geometrical bases that rule the distribution of the forms.

The laws regulating the harmonies and contrasts of color should be attended to.

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PAPER-HANGINGS AS DISTINCT FROM WALL DECORATIONS.

The Decoration of Paper-Hangings bears the same relation to the objects in a room that a background does to the objects in a picture.

It should not, therefore, be such as to invite attention to itself, but be subdued in effect, and without strong contrasts either of form, color, or light and dark.

Nothing should be introduced which disturbs the sense of flatness.

All natural objects, therefore, when used as ornament for these manufactures, should be rendered flat, and in simple tints.

While the decorative details should be arranged on symmetrical bases, these should be so resolved into the minor forms as not to be intrusively prominent.

Color should be broken over the whole surface so as to give a general negative hue, rather than masses of positive color.

METAL FORMS, POTTERY, AND PLASTIC FORMS GENERALLY.

The form should be most carefully adapted to use; being studied for elegance and beauty of line, as well as for capacity, strength, mobility, etc.

In Ornamenting the Construction, care should be taken to preserve the general form, and to keep the decoration subservient to it, by low relief or otherwise; the ornament should be so arranged as to enhance, by its lines, the symmetry of the original form, and assist its constructive strength.

If arabesques, or figures in the round, are used decora-

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tively, they should arise out of the other ornaments and constructive forms, and not be merely applied.

All projecting parts should have careful consideration, to render them as little liable to injury as is consistent with their purpose.

It must ever be remembered that repose is required to give value to ornament, which in itself is secondary and not principal.

CALICOES AND OTHER PRINTED CLOTHS.

The ornament should be flat, without shadows, or the appearance of relief.

If flowers, foliage, or other natural objects are the motive, they should not be direct imitations of nature, but ornamentally displayed in obedience to the above rule.

The ornament should cover the surface, either by a diaper based on some regular geometrical figure, or growing out of itself by graceful, flowing curves; any arrangement which carries lines or pronounces figures in the direction of breadth is to be avoided, and the effect produced by the folding of the stuff should be carefully studied.

The size of the pattern should be regulated by the material for which the design is intended; small, for close, thick fabrics, such as ginghams, etc.; larger for fabrics of more open textures, such as muslins, bareges, etc.; largely covering the ground on delaines, and more dispersed in cotton or linen goods.

The want of suitable text-books has been felt in this as in the day-schools.

Soon after the commencement of the school Mr. Clark resigned, and his place was filled by Mr. Henry Richards, as assistant in architectural drawings.

A class in ship-drawing being called for, Mr. Frank L. Fernald, of the Charlestown Navy Yard, was appointed, and

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a class organized. The work was very technical, and seemed to require less free-hand work than any of the other departments. The success of this class was very satisfactory, for the encouragement of naval construction in every way seems to be especially the duty of this city.

Mr. Willard was compelled, much to the regret of the committee, who felt that the great success of the school was largely due to his constant exertions, to resign, as the night work was too severe in addition to his daily duties in the Institute of Technology. Mr. Wm. A. Pike (now Professor of Engineering in the Maine State College, at Orono) was appointed in his place. An assistant to take charge of the instruments and collect and distribute the drawings was appointed, in accordance with a vote of the Board.

In the whole school the average attendance was 380. With the whole number no cases requiring discipline occurred, and the most perfect order was preserved almost without rules; any lady might enjoy the advantages of the school with complete comfort.

The cost of the school was as follows: —

Salaries of Instructors,	$1,824 00
Instruments, boards, rules, squares, etc.,	1,521 25
Paper, pencils, ink, plates, etc.,	772 34
Furniture,	197 25
Rents,	1,700 00
Total,	$6,014 84

Making a total cost per pupil of $15 66.

Deducting the instruments,	$1,521 25
The plates and material on hand,	150 00
Furniture,	197 25
	$1,868 50
We have for the real cost,	$4,146 34
The cost per pupil,	$10 90

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Even this cost is much reduced if we consider that many pupils received but twenty lessons or less, and then gave place to others, so that many more than 500 reaped appreciable advantage from the school, although we could not at any one time accommodate more than 225 pupils.

The lesson this school has taught seems to be, that all must begin with free-hand Drawing before using instruments; that better and more complete graded models of machinery must be furnished; and that examples of the best art that can be procured must be placed before the pupils. The last want will be met in time by the establishment of the proposed Art Museum, and the others have been supplied by the purchase of models under an appropriation of the Board, and by private subscription. A less number of lessons cannot accomplish the work desired; and probably many of those who have attended the school the past season will continue next winter.

The experience of the evening schools of other cities seems to show the wisdom of commencing the course earlier in the season, perhaps as early as the middle of October, and closing the school in April.

Another year the advanced classes can occupy the Appleton-street building now prepared for a drawing-school, and three hundred can be accommodated there on alternate evenings; and the casts and models will be at hand. The class using instruments can best be taught in the large room of the Institute, and it is very desirable that East Boston, Dorchester, and Boston Highlands should have some accommodation; pupils, from all the various parts of the city, now have to come a long distance to a central school.

The City Council have seen fit to refuse the appropriation for the Evening School, which they are compelled by the statute to make, and the uncertainty of this appropriation has a most injurious effect on the school arrangements. Boston has, in this matter, been far behind other cities in the

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Commonwealth, in proportion to her population and wealth, and there are now no funds designated for the support of the Free Drawing School next winter. We cannot believe that the people of Boston will allow so successful a school to be suppressed for want of a few thousand dollars.

EXHIBITION OF DRAWINGS.

Late in the season it was decided to hold an exhibition of the work in all the schools, and the Board made an appropriation of two hundred and fifty dollars to meet the expenses. Owing to delays, it was not until Friday, April 28, that the appropriation was finally passed on by the committee to which it was referred, and on Monday the exhibition opened in Horticultural Hall. There was of course no time for preparation in the schools. In the Latin and High Schools, the chairman of this committee selected three books from each class, as the best specimen, and the several instructors were requested to do the same in the Grammar Schools. The work of the Free Evening School had already been selected, as the drawings were all held as the property of the city. It was originally intended to hold the exhibition only two days, in order that the regular drawing exercises of the schools might not be interrupted by the detention of the books; but, at the request of many masters, it was kept open on Wednesday, the additional expense being met chiefly by private subscription.

Each school had an opportunity to compare its own work with that of other schools of the same grade, and also see what was required in the higher schools. The variety in the quality of each school's exhibition was of course very great; but as all the masters, with one or two exceptions, have had the same chance, it seems fair to single out the school which was pre-eminently distinguished by the thoroughness and extent of its work. The Shurtleff School exhibited a specimen of Drawing from every one of its pupils,

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and there was not a bad one among the whole collection; thus proving that every child can learn to draw if properly taught. Many of these specimens were exceedingly well done, and the geometrical figures were so accurate, that a well-known artist of this city remarked to one of the instructors, when looking at the work of this school, "It is impossible that they were done without dividers and rule; that now (pointing to one) was never done without instruments!"—"Indeed it was, sir," said a little girl, who stood by; "for I did it myself." The artist afterwards visited the school, and saw many others doing as accurate work.

Now, what has been done in this school can be done in every school in Boston, and it will be very strange if the Shurtleff School does not have some formidable rivals at another exhibition, for there were several other schools where excellent work was done.

The work of the Free Evening School certainly attracted the greatest attention, and in quantity and variety, as well as in quality, was remarkable. Nearly all the pupils, whose work was exhibited, had had no previous instruction; some did not know the use of pencil or crayon; and in one or two instances the entire work was shown that the constant and marked improvement might be shown at a glance. The collection of crayon drawings of machinery, from Mr. Morse's room, occupied the platform. They were done on brown paper, and the intense black of the crayon made them very distinct and attractive.

The distinguishing feature of this exhibition was the utter absence of special preparation. Not an hour had been taken from the school time to prepare for exhibition, but the honest work, the best that could be selected in the short time allowed, was placed before the public. No "show" drawings were prepared: where the regular lessons had been well done the school had the credit, but there was certainly no opportunity of making up lost time by extra exertion

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just previous to the exhibition day. Another year this advantage cannot be claimed, for all the schools will doubtless work with the exhibition in view; but no encouragement will be given for the preparation of drawings simply for show. In all cases the specimens shown should be collected from the year's work, and this selection should be a reward of merit, showing clearly regular work, and not special preparation.

INSTRUCTION FOR THE TEACHERS.

As the employment of special instructors in sufficient number to meet the wants of the schools in Boston was quite out of the question, it was decided that the regular teachers could and must do the work, under suitable direction. After a careful consideration of the means to be used to carry into effect this important addition to our system of public education, a consideration which called for an examination of the systems in use in Belgium, France, Prussia, and England, it was finally decided that the system in use at South Kensington should be the basis, while the Belgian and French methods, where they surpassed this in efficiency, might be grafted on.

The Board accordingly gave this committee permission to employ a graduate of the South Kensington Art Schools, and with the assistance of several gentlemen, both here and in England, they have selected a gentleman distinguished by his success as a teacher of art, and as an organizer of Art Schools; one who had clearly seen the defects of the English system, and had labored long to improve and extend that system.

The committee were convinced that no person in this country could organize a system of Drawing for our public and evening schools, — a fact admitted by all who are informed on the subject, — and they at once communicated with Mr.

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Walter Smith, Art Master at Leeds, the gentleman designated by the Science and Art Department of South Kensington. This correspondence continued some time, and at last, in order to do nothing hastily, Mr. Smith was invited to visit this country, see our schools, and then decide whether the field was such that his labor in it was likely to result satisfactorily to himself and the city.

In May he came and visited all our High Schools, and many of our Grammar and Primary Schools. Should no other work be done by him, the suggestions he then made, as class after class was inspected, would be invaluable, and fully repay the committee for the trouble in the premises.

It was found that, without disturbing the present system of instruction in the lower classes, greater efficiency could be given to the instruction everywhere by slight changes in the order of instruction, and most especially by a proper preparation of the teachers.

The utter impossibility of procuring, in this country, suitable casts and models, on the selection of which so much depends, induced the committee to ask for a small appropriation to purchase these in Europe. Although the original cost of plaster casts is light, the expense of packing, transportation, and breakage is so considerable, that only one half of the appropriation could be expended in the purchase. Under these circumstances, the committee authorized its chairman to communicate with the South Kensington authorities, and ask for a gift of examples illustrating the course of study. This was done, and the committee are happy to announce that this request has been met in the kindest spirit, and an extensive selection has been made of students' work in all the various grades of study, and will be presented to the city of Boston. Mr. C. C. Perkins, in fulfilment of his liberal offer, has purchased a full set of the models from which these drawings are made, and we shall thus have, with the French and German models, purchased by the appropriation and by pri-

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vate subscription, a valuable apparatus for the instruction of both teachers and pupils.

It would be desirable to import the moulds of the plaster-casts, as that can be done at less expense and risk, although the first cost would be more. Copies could then be multiplied for any school at a trifling cost, perhaps a few cents for each cast. As the State will probably be compelled to adopt such a course to supply the many towns already seeking a series of models, this city may be saved the expense of the first outlay.

The City Council has prepared the upper floor of the Primary School, in Appleton street, for the reception and use of this apparatus, and, although the rooms are too low-studded to be at all suitable for a Drawing School, yet they will answer the purpose for the present.

The selection of models in England, and on the continent, has occupied much of Mr. Smith's time since his appointment, and he returns to this country with his collection, and his very extensive knowledge of art will be made at once available to our teachers. In order to train our teachers in this new branch of duty, some apparent sacrifice must be made on their part, although the advantages given them certainly are unequalled, for they thus obtain instruction, without expense to themselves, which will largely increase their teaching power.

The general outline of the plan of instruction is as follows:

Every teacher must, once a fortnight, receive a lesson from Mr. Smith, which she will in turn impart to her pupils. Twice each year there will be an examination of every school, when each grade will have a model to draw in a certain time; the drawings will be labelled with the name of the school, pupil, and teacher, and collected for Mr. Smith's inspection. In this way he will be able to see when any school falls behind. and where the trouble is, and at once go to that school and correct the faulty teaching; and, on the other hand, when the

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work shows an ability to profit by more difficult lessons in more advanced grades, the promotion can be made.

This normal instruction is to be given in the rooms prepared for the purpose in the Appleton-street building, and, as the number of both grammar and primary teachers is so great, and but a few can be properly instructed at a time, it was thought best to ask all the special instructors in Drawing to meet at the school every Wednesday, and from nine o'clock until eleven receive directions and instruction from the Normal Master; at eleven, the first class, of about one hundred teachers, will meet for an hour; at twelve, the second, and at one, the third class. The first Wednesday the primary teachers will be instructed; on the second, the grammar teachers, and so on alternately. It is of great importance that this instruction should all be given on one day, as great economy in the use of models and diagrams, as well as facility in teaching, is gained by this means. It will be seen that this encroaches slightly on the school hours, but by dismissing a few schools in the immediate neighborhood one hour earlier than usual, once a fortnight, and a few at a greater distance fifteen minutes earlier, all could be accommodated without taking the time of the teachers on Wednesday and Saturday afternoons, which is, if the teachers be faithful, well enough employed.

Your committee considered various plans, among others that of calling the teachers together between twelve and one, or five and six; but in either hour the time consumed in arranging the models, etc., three times, as would be necessary, as the same lessons must then be repeated three times on different days, would be greater than that devoted to instruction, and it was felt that a strict economy in the work of all the schools would be better met by the proposed arrangement.

If it can be made obligatory on the teachers to attend the instruction thus placed in their reach, the whole body of

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instructors will, in the course of a few months, be competent to teach Drawing, with far better results than have ever been attained in any schools in this Commonwealth; and if the desire to make special instruction fall into the lines of regular instruction, and thus dispense with a part of the special instructors, be real, some plan similar to this, of instruction to the teachers, must be afforded by the city; and in future, teachers applying for appointment under this Board should prove themselves competent to give the required instruction in Drawing, as well as in Geography or Writing.

In conclusion, the committee express a hope that some arrangement may be authorized, by which the teachers of neighboring towns and cities may reap the benefit of Mr. Smith's instruction, so far as it can be done without injury to the interests of the city. Many applications have already been made, from committees and instructors, for this privilege, which, of course, the committee could not grant. The cities where the statute has been obeyed have generally been in communication with this committee, and the results of their various experiments have given great assistance in determining our own course. The interest felt throughout the State in this new branch of public education, an interest daily increasing, is most encouraging, and as Boston is looked to for advice and example, it behoves us to do the work earnestly, and as thoroughly as lies in our power.

Respectfully submitted,

WM. T. BRIGHAM,
WM. WOODS,
J. C. J. BROWN,
ROBERT C. WATERSTON,
JAMES MORSE,
GEO. F. BIGELOW,
JAMES WALDOCK,
} *Committee.*

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REPORT OF THE COMMITTEE

ON THE

GIRLS' HIGH AND NORMAL SCHOOL.

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IN SCHOOL COMMITTEE, April 11, 1871.

The Committee on the Girls' High and Normal School have given careful consideration to the subject of establishing a separate Normal School, which was referred to them in January, 1870, by this Board, and to the following recom mendation, submitted by the Committee on Industrial Schools, May 10, 1870, and by order of the Board, Nov. 8, referred to this committee.

"That a department for practical instruction be added to the Girls' High and Normal School, wherein book-keeping, designing, telegraphing, drawing on wood and stone, and needle-work in its various branches, shall be taught as elective studies, to which pupils also may be admitted from the first and second classes of the Grammar Schools."

The committee have also inquired into the expediency of recognizing the advanced class, consisting of graduates who are pursuing their studies under the direction of the head master, as a portion of the school, and they beg leave to offer the following report: —

This school was established in 1852, as a Normal School. Its design was to educate young ladies to become teachers. The course of study was large and liberal, embracing the branches usually taught in high schools; and with this thorough mental culture was joined such special instruction as every teacher requires to fit her for her work, accompanied by practice in a model school. Soon after the foundation of the school, it was decided to extend the course from two to three years; and while pupils who did not intend to become teachers were received, teaching exercises held a place in the

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programme, and incidental instruction in the best methods of imparting knowledge was given with almost every recitation. It was soon found that more attention was given to High School studies than to strictly Normal training. In 1857, our excellent and thoughtful superintendent suggested the need of a school where young ladies could be prepared to become teachers in the Primary Schools and the lower classes of the Grammar Schools. To meet this want, the training department was organized in 1864. And in furtherance of the object for which the school was first instituted, an order was passed by this Board, requiring those members of the senior class who design to become teachers, to pass one month in observing and teaching in the public schools. This regulation, having been found to interfere with the course of study, has not been observed of late years.

This is not a High School to which a training department has been added, but a Normal School, admitting pupils who do not propose to teach, and who desire to avail themselves of the opportunity of obtaining a good education. But the High School has gradually gained an ascendancy over the Normal element until the actual preparation for the work of teaching has come to be restricted to the training department, and that branch, since it has been under the same roof with the rest of the school, has almost lost its independent, distinctive and professional character.

In order to secure to our city a strictly Normal School, it appears to your committee that one of the two courses must be adopted. We may restore this school to its original condition, making its chief and primary object the education of teachers, and allowing others to share in its advantages, or we may separate the Normal from the High School.

If the first plan be adopted, experience teaches us that the Normal element will gradually be absorbed and cease to exist. There is a great and growing demand for a High School equal to any school for boys, and there are many parents who

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would object to sending their daughters to an institution where the prominent design is to fit young ladies to become teachers. Boston cannot do without a High School for girls. And there is need of a Normal School, where pupils of cultivated minds, who have experienced the benefits of broad and liberal culture, who need not acquire an elementary education, and who have formed habits of study, may have their professional training. This school would bear the same relation to the other branch as that sustained by the School of Law, or Medicine, to the college. Being smaller in numbers, it will most certainly be merged in the larger body, unless made independent of it. Your committee, accordingly, recommend, in place of the Training Department, the establishment of a Girls' Normal School for the City of Boston, to be distinct from the Girls' High School, and under a separate head, and that both schools be under the supervision of the same committee.

They also recommend that graduates of the High School for girls, having completed the three years' course, and others who by examination are found to have received an education equivalent to that given in our High School, be admitted as pupils in the Normal School; that the course of study occupy one year, and that diplomas of graduation be given to those who at the end of the year are found qualified to become teachers.

Among those pupils in the High School who do not look forward to teaching as an occupation, there will be some who desire to continue their studies, and others who have not the peculiar combination of gifts, mental habits, and disposition essential to success in teaching, who yet desire to engage in some lucrative pursuit for their own support, or it may be for the maintenance of others.

It appears to be our duty to give them not only mental discipline, but also information of practical use, and to furnish them with the means of gaining a livelihood as book-

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keepers or as assistants in libraries, telegraph and printing-offices, or by drawing or needle-work. Your committee cordially approve the recommendation of the Committee on Industrial Schools, and would further recommend that those graduates of the Girls' High School who desire to remain a fourth year be allowed to form classes in special courses, including the continuation in the school studies, — book-keeping, designing, telegraphing, drawing on wood and stone, and needle-work.

The committee are not at present prepared to report in favor of admitting to these special courses, or to the Normal School, pupils who have not completed a High School course, wishing to give the subject further consideration.

Respectfully submitted for the Committee,

HENRY BURROUGHS,

Chairman.

Ordered, That the Committee on the Girls' High and Normal School be authorized to report to this Board, for its consideration, a plan for the organization of a Normal School, together with such changes in the Rules and Regulations as may be required in order to carry into effect the recommendations herewith submitted.

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REPORT

OF THE

COMMITTEE ON ACCOUNTS.

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IN SCHOOL COMMITTEE, Boston, Feb. 14, 1871.

As part of the unfinished business of last year, it has become the duty of the Committee on Accounts to take up City Document 108, and present to the attention of the School Board the facts in relation to it.

It appears that one avowed purpose of this document is to criticise another branch of the government. These criticisms are made in a somewhat vague manner, but we will endeavor to present and consider them fairly.

1st. It asserts that the School Committee is "most extravagant" in its expenditures. To this charge it may be replied that the expenditures in this department have *not* kept pace in increase with those made under the direct authority of the City Council, as a careful examination of the auditor's reports for the last seventeen years will show. An analysis of the expenditures for the School Department for the past year, however, will give a sufficient view of the case to satisfy any candid mind, especially as the total expenditures of that year were larger than any previous one.

The amount expended was $1,599,750.46; of this sum the School Committee paid for salaries of instructors $720,960-.65; for salaries of officers, exclusive of truant officers, $8,785-.00. (The truant officers are elected and their salaries fixed by the City Council, while we are charged with the expense.) For the amount paid for salaries, with these exceptions, the Board is wholly responsible. Yet these salaries have scarcely kept pace with the advancing times. The Board has consented to the increase of these salaries, in previous years, as well from direct appeals made by the public as by the neces-

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sity of keeping the talent and ability already employed. In a corps of 950 teachers, the City of Boston retains many of the ablest and best instructors in the country, so that it is evident that the cost of instruction cannot and ought not to be less. The aggregate amount of salaries thus made is $729,745.65, and with 35,164 pupils in attendance, shows a cost per scholar for instruction of $20.75.

The amount expended under the control of the School Board for incidentals, exclusive of the salaries of its officers, was $53,889.80, nearly one-half of which is expended for two objects, — books for poor children, and printing; the latter the City Council contracted for. The balance, it will be allowed, can contain but a small margin for extravagance in the furnishing of books of reference, stationery, maps, globes, and the various articles of apparatus necessary to the conducting of upwards of 900 schools. This cost per scholar amounts to $1.52, or a total cost per scholar, as expended by the School Committee, of $22.27.

2d. It asserts that the "School Committee make demands for money without due consideration as to its necessity." To this it may be replied, that, with the exceptions above named, the balance of the money — more than one-half the amount — is expended under the sole direction and control of the City Council, and, what is remarkable, *exclusively by the Committee on Public Buildings of that body, in conjunction with the committee that has brought these very charges.* Where, then, does the responsibility lie, if there has been extravagance, which we do not assert nor admit? If the question were, however, whether this part of the money had been in all cases *judiciously* expended, we should be disposed to answer in the negative; and we believe that the total amount of appropriations for schools would be more advantageously expended by those having direct charge of them, and who are personally conversant with their real needs. The public is not generally aware that the committee preferring these charges, with their

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associates of the Public Building Committee, locate our school-houses, plan and build them, the size only limited by the amount of money they can expend; while the ventilating, heating, and even furniture, is a matter upon which we are not only ignored, but quietly and decisively put aside, and even when the buildings are completed and transferred to our charge. when the children for whom we are responsible occupy the rooms, they still control the buildings. Thus, we are obliged to acknowledge, we are only tenants at will; at any moment we may be obliged to vacate; in fact, the care and custody are entirely removed from our charge.

The amount of money expended by these committees, under the control of the City Council, was $816,615.01. Of this amount, including the cost for truant officers, $204,-277.15 was expended for incidentals directly pertaining to the schools, and averaging a cost of $5.81 per scholar. Besides this amount there was expended for the erection of school-houses $612,337.86, for which the City Council is alone responsible. Not that we would imply that any or all of these buildings were not wanted, or that the School Board have not requested their erection, but that to be valuable they must be located where they are needed, and that locations have been selected that could not and would not receive the approbation of the Board of School Committee; that the dimensions of most of these buildings are upon a scale unwarranted by the wants of the School Board, while their construction, heating, ventilating, and even furnishing, have been conducted upon a basis of unexampled liberality. The cost per scholar for the erection of these buildings was $17.41, making an aggregate of $23.22 per scholar as expended by the City Council, against $22.27 expended by the School Committee.

3d. It is asserted that, owing to these causes, "the school system has become expensive, and that the expense is increasing to a remarkable extent." As a matter of course, the requirements of the schools increase and expand with the growth of the city, and will require large appropriations, no

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matter by whom expended; the charge of extravagance, therefore, cannot rest with the system, but with those who conduct the expenditures.

If we contrast the expenses for schools with the ordinary expenses of the city, it will be found that while the latter have so greatly increased during the past seventeen years, the former have *decreased* four per cent. during that time. That is, the expense of the schools as compared with the ordinary expenses of the city in 1853 and '54 was eleven per cent.; in 1869 and '70, seven per cent.

To sustain its charge the document mentions that the State Educational Report places Boston at the head of the cities and towns, according to the amount paid per scholar. This is something to be proud of. It is to be hoped that Boston *intends* to be second to no city or town in the State or country in the excellence of its schools. But this is one way of stating the case. Another and a more correct one will be found in the statement made by the same report, of the cities and towns arranged according to the per cent. of taxable property appropriated for school purposes. Here, Boston stands two hundred and seventy-one in a list of three hundred and thirty-five cities and towns. It will be seen by this that Boston stands *very low* in the list in proportion to her means.

It is true, as the document admits, our schools are regarded with favor by all well-informed educators, both at home and abroad. The pre-eminent reputation and excellence of our school system are due to their care and management, and if there has been any injudicious expenditure, the responsibility rests with those who authorize the erection of costly and ornamental school-houses, at certainly one-third greater expense than would be amply necessary to answer all the purpose required.

The committee cannot but repeat the hope that the School Board will yet have a voice in the plans and construc-

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tion of school-houses and their locations, and, after their transfer to the School Board, the complete care and custody of them.

In closing, we can only feel surprised, after an examination of these facts, to find that a committee of the City Council should assume to criticise this department, the matter referred to them for consideration having no connection with the charges they saw fit to make. It would seem as though they were fully conscious of some neglect of duty, upon their part, or on the part of their associates, and, with only a desire to shield themselves, they throw the responsibility upon the School Board, knowing that the public cannot be aware of the true management of the public schools.

WM. B. MERRILL,
WM. H. LEARNARD, Jr.,
LUCIUS SLADE,
HENRY C. HUNT,
GEORGE D. RICKER,
MOODY MERRILL,
LORING LOTHROP,
Committee.

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REPORT ON THE SUBJECT

OF A

KINDERGARTEN SCHOOL.

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In School Committee, March 14, 1871.

The Committee on the Kindergarten offer the following Report: —

They are fully convinced, not only by reports and writings of others, both here and abroad, but also by the practical working of the school established by the city last autumn, that the system is a good one.

Many of the members of the School Board have been unable to visit the school, and are therefore not familiar with the system. For this reason the committee have thought it best to give some account of the system of Froebel, the author of the Kindergarten, and follow it by the report of the school in question.

Froebel's system is really nature's system, first discovered and promulgated by him, not in words, but in practical processes, by which the child is made happy and healthy in its instruction, by which its bodily activity is utilized and its mental grasp strengthened, without straining the brain with abstract objects of thought. As long as the objects used are those appealing to the senses, the child is attracted to see their differences and their resemblances; he becomes acquainted with their qualities and properties, such as matter, size, form or shape, color, weight, sound, number, direction and position.

What, to the child, seems pure play is really a plan of gradual, simple instruction, not antagonistic to his every impulse; and his school-going becomes a pleasure, instead of the old-time dread and repulsion. The exercises, demanding

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a constant use of the hands, serve in the best way to secure his attention, while at his tender age a degree of manual dexterity may be attained and preserved, to be of the greatest value in future years.

Froebel's method proceeds by the law of contrasts and their connections, as demonstrated by various sets of objects called (in language best adapted for childhood) gifts.

1st gift. Six soft balls (the ball is the simplest object in form, and is, therefore, first presented), of each primary color, and of the intermediate colors. With these many games are played, with singing and various movements of the body; color and its varieties taught; also numeration.

2d gift. The sphere, cube, and cylinder of wood, the first contrasting with the ball in hardness and weight, but similar in shape. The cube forms a striking contrast to the sphere, and the two are connected by the cylinder.

3d gift. A cube divided into 8 small cubes, when united, similar to the first cube, but contrasting by its divisions, satisfying the desires of the child to separate and pull to pieces, also to reform the object.

4th gift. A cube divided into oblongs.

5th gift. A cube divided into 27 little cubes, some of which are subdivided into triangular prisms, contrasting not only by the size of the cubes, but also the new form of the triangular prism.

6th gift. A cube of 27 oblongs.

These series of cube-forms give much information regarding size and form, also of planes, of right and acute angles; with them the children can build, using their inventive faculties in making forms of beauty, but observing the following rules: —

Build with precision and neatness.

Let one form follow another.

Use all the blocks.

Never destroy anything, but carefully remove the blocks

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one by one, as needed. These rules lead the children to be careful, painstaking, orderly, and systematic, and not wasteful in what they do.

In Froebel's "Alphabet of Work," as he terms his series of Kindergarten occupation, he proceeds gradually from the concrete to the abstract. The solids are followed by their embodied surfaces, consisting of little planes of wood, — as square — small triangles, two of which form a square — scalene and acute triangles. As the wooden plane represents the embodied surface, so the stick represents the embodied line. Stick-laying is one of the earliest occupations of the Kindergarten, preparing the child for drawing, and testing its invention. Elementary arithmetic is taught by it with ease and pleasure.

Paper-folding follows, not only imparting knowledge of geometrical forms, but giving accuracy of touch and eye; the forms of beauty arousing the taste of artistic development.

As in the first six gifts we proceeded from the whole to the divided solids, so now we go from the undivided surfaces to those divided. Weaving comes in order, with its studies of color, combinations of number and shade, with careful arrangement, giving a delicacy of touch, and scope to the invention. These articles are used by the child as gifts to friends.

A further advance in surface study is the paper-cutting, with its infinite variety of forms. The laying of sticks is followed by sewing, — the stiff, inflexible stick-line being succeeded by the use of finer, softer, and flexible lines, on which is laid the foundation of future useful needle-work.

Drawing follows, taught by simple means, — on the slate, divided by lines at right angles, into many small squares; this net-work guiding the eye and steadying the hand.

Paper-pricking gives us lines composed of points, and in turn a great variety of figures, preparing the way for needle-work, embroidery, engraving.

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Clay modelling is also one of the occupations, certainly one of the most inviting modes of awakening the inventive faculty.

Pea and stick work, by which skeleton frames, or outline forms of solids are represented, is a further step in object teaching. All these are varied with singing, — many of the songs being descriptive and acted out by the children. Gymnastic plays, developing the body and giving it grace, are used.

Mrs. Thomas, the teacher, gives the following account of the school: —

"The public Kindergarten school of this city numbers twenty-four pupils, and has been in progress a little over five months, having commenced on the 26th of September, 1870. A large proportion of the pupils have been admitted since that date, some of them quite recently. The whole school is instructed as a single class, occasioning a necessity for reviewing past lessons on receiving new pupils.

The children have had several lessons in connection with Froebel's second gift, which consists of the three solid bodies, — the ball, the cylinder, and the cube.

With the third gift, the box of small building cubes, they have become very familiar, having received, in connection with it, arithmetical and geometrical instruction, and having become quite expert in building with the cubes, both from the teacher's direction and by their own free invention.

They have also made a beginning with Froebel's fourth gift, — the box of oblong blocks, — and with the little square planes of wood.

With the little sticks they have had various arithmetical exercises, in addition, subtraction, multiplication, and division, having thus far gone no higher than twelve. They have also had other exercises with the sticks, making various angles, simple geometrical figures, etc. In laying figures with the sticks, both symmetrical forms and representations of objects, they exhibit much inventive skill.

In drawing, sewing, pricking and weaving, the pupils have

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had one lesson each a week, and they have attained considerable proficiency in correctness of eye and skill of hand. Their present work compares very favorably with their first awkward attempts. All are greatly pleased when they have specimens of their own work to take as presents to their friends at home.

The paper-folding is a more difficult occupation than either of the others, but children are gradually becoming familiar with it, and some of them already succeed very well. In this occupation they become acquainted with many geometrical truths, and also require much skill in the use of their fingers.

The employment which has afforded the greatest pleasure is the modelling in clay, though it has not thus far been so instructive as the other work.

In addition to the object-teaching necessarily connected with the Kindergarten occupations, regular object lessons have been given. Some of these have related to the apparatus and material used in the school-room; a few have been on color, and others on plants and minerals.

In singing, the children have learned by rote the songs of the school-room, both those connected with their plays and others. They have lately been much interested in learning the elements of vocal music on the plan of Mr. Mason's charts.

One of the daily exercises of the school is the care of the plants with which the school-room is supplied. Eager interest is manifested in planting seeds and watching the growth of the plants.

Ball plays and other gymnastic games are introduced three times in each session, and not only answer the purpose of physical exercise, but are so conducted as to serve for a means of intellectual and moral training.

In conducting the school, the aim has been not to go over much ground, but to do the work thoroughly. A good foundation is now laid for future progress; without doubt the

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apparent advance will be much greater during the next five months than the last.

I am aware that in this attempt to state what the scholars have done, I give a very inadequate idea of what has been accomplished. A teacher in a different school may point to a certain page, and say, "My pupils have gone so far." Not so in Kindergarten culture. We aim at the harmonious development of the whole being, — the threefold nature, physical, intellectual and spiritual, of the child. We teach him to use his own powers. With us results are seen in the improvement of the children, not in the amount of work they do.

There have been a few drawbacks to the complete success of my school. The children are of tender age, and as many of their homes are remote from the school, it has been impossible for them to attend regularly in wintry weather.

Another unfavorable circumstance has been, that several parents have placed their children in the school for a short time only, just to suit their own convenience, and have withdrawn them, leaving their places to be filled by new scholars.

But the greatest difficulty has been, that nearly all my scholars are too old. I earnestly request that I may be allowed to receive younger children, even under four years of age. It is true that the advanced part of Kindergarten training is beautifully adapted to those of seven or more years of age; but it is also true that we must begin with the rudiments, which are suitable for little ones of three or four. To show fairly the advantages of Kindergarten culture, we need a class of such little children that we can keep in training three or four years.

I hear that some object to Kindergarten schools on account of the expense. Can they be made cheaper? In making a beginning I feared to set the number higher than twenty-four. I think it might now be increased to thirty. A school of fifty could be conducted by employing a trained assistant on a lower salary than the head teacher. Or, if there were a nor-

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mal class established, it would supply assistants without salaries, for several schools. The occupations require such careful and particular supervision that it will never be possible for one teacher to get on alone with so large a number of pupils as are assigned to the teacher of a primary school.

The outlay for apparatus, though somewhat large at first, does not continue so. The apparatus furnished to the school will last for years. Something, but no large sum, will be required from time to time, for working materials. With us, apparatus and working material take the place of books; hence it is proper, and should be required, that parents pay a small sum quarterly for their use. This would relieve the city of expense on that head.

The school is open at all times to visitors, and it is hoped that not only persons who regard the system with favor, but that those who think differently, will come and observe, and decide on its merits for themselves.

BOSTON, March 4, 1871."

The committee now wish to present the views of Miss Peabody, who is so alive to the interests of this branch of education, in which they concur.

Miss Peabody says, "she has always known it is quite impossible to have Kindergartening in the public education without a normal department in the city Normal School, where girls can be educated. This summer Mrs. and Miss Kriege, whose school here has furnished thus far most of the Kindergarten teachers in this section of the country, will receive a call from the School Board of New York, to go to the Normal college of that city. The most enlightened and influential commissioner, Mr. Sands, and the president, Mr. Hunter, being clearly convinced that it is the true way to form the human understanding aright, and to govern the will by true affections and moral principles." "Mrs. Thomas, of the Boston Public Kindergarten, thinks that in five months she can

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train a reasonably-sized class of Kindergarteners, keeping meanwhile a model school of forty children (at first at least no more), and that the young ladies can practise in her own model schools, also in the present Kindergarten."

"As to the expense! whatever is the expense," she thinks, "Boston should only ask if the true method of education is discovered and set forth in the Kindergarten system." She prefers "to maintain it is the *cheapest method*. It is found on experiment that the very accurate perceptions that are cultivated by the conversations over the playthings, as they succeed each other in regular order in a *logical* graduation, — the perceptions of difference and resemblance of vital connection, — are delightful exercises of the mind, supported by the objects themselves, and insure a clear and perfect memory. The rapidity with which children learn to read and write and cipher, after their faculties have been developed and trained by the Kindergarten work, has surprised the Kindergarteners who are only in the second year of their experience. One teacher who took, at a different part of the day from her Kindergarten hours, some of the children of the previous year's Kindergarten, who did not wish to leave the school, and yet were old enough to learn to read, was entirely surprised and delighted to find them *reading fluently* in one month from the day they began to learn their letters. And in everything it was the same, — their drawing prepared them for copying *print* at once; also for drawing maps and ciphering. They learned poetry, reading it over once, and in short, with the utmost ease, and apparently with much less than usual effort, remembered everything perfectly. They had been very thoroughly trained for one year only, and had not gone over a quarter of Froebel's exercises. They were orderly, without stiffness, sweet-tempered and obedient, good-mannered, and in a perfectly natural state of mind and feeling."

In conclusion, your committee would advise the appointment of a teacher at the Normal School who might instruct a

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class in the principles and practice of Kindergartening, and, in connection with this class carry on two or more Kindergartens. In this way two classes could be prepared in a year, five months to each class. While they are in training they must be exclusively devoted to it, going into the model schools three hours in the morning, and having a separate session of an hour or two in another part of the day, for learning the logical connections of the playthings, occupations, and movement plays, and the bearing of each and all on the development of mind, heart, and will respectively.

Your committee feel convinced that the Kindergarten system is the true principle of elementary instruction, a system rapidly extending in Europe, and to extend much more rapidly in this country, leading up directly to the industrial school education, already demanded by our people; and they are equally convinced of the necessity of Kindergarten culture being recognized in our public school system.

HALL CURTIS, *Chairman.*
HENRY P. SHATTUCK.
WM. A. RUST,
J. P. REYNOLDS,
JOHN KNEELAND,
WM. H. BALDWIN,
JOHN S. H. FOGG.

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REPORT

ON THE

ORGANIZATION, RIGHTS, DUTIES, AND POWERS

OF THE

SCHOOL BOARD.

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IN SCHOOL COMMITTEE, NOV. 8, 1870.

Ordered, That a committee of nine be appointed by the President to consider and report to the Board at an early day, whether any, and if any, what changes are needed in the organization, rights, duties and powers of the School Committee.

Ordered, That said committee be empowered and instructed to give the usual legal notice required, so that they may present to the next Legislature, in proper form, such amendments to the city charter in relation to such changes as may be proposed.

Passed: and the President appointed as the committee, Messrs. Stedman, Washburn, Bowdlear, Jarvis, Connor, Flint, Learnard, Merrill of Ward 11, and Monroe.

Attest:

BARNARD CAPEN,
Secretary.

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CITY OF BOSTON.

In School Committee, Jan. 9, 1871.

Ordered, That a committee of nine be appointed by the President, to consider and report to the Board, at an early day, whether any, and if any, what changes are needed in the organization, rights, duties and powers of the School Committee.

Passed: and the Chair appointed as that committee, Messrs. Stedman, Washburn, Bowdlear, Jarvis, Flint, Learnard, Merrill of Ward 11, Monroe and Fogg.

Attest:

BARNARD CAPEN,
Secretary.

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REPORT.

THE Special Committee appointed under the first of the foregoing orders had made some progress in the consideration of the matter referred to them, and had given the notice required in the second order, but were not ready to make their report to the Board, when their commission was terminated, in accordance with our rules, by the expiration of the municipal year for which they were appointed. The third order was only a renewal of the first, — the same members of the Board being appointed under it, with the exception of those whose term of service had expired. The committee thus constituted have devoted much time and thought to the subject submitted for their consideration, and, as the result of their deliberations, respectfully report as follows: —

Your committee believe that for a long time the conviction has been very general among the members of the Board, that the interests of the schools under its care and management might be promoted, in many respects, by introducing some modifications in relation to its powers, duties, and organization, and in the staff of its working officers. Without undertaking to present in detail all the facts and considerations which have had weight with your committee in determining the conclusions at which they have arrived, they submit the following general views and recommendations to the good judgment of the Board: —

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1. In the first place, it is well known that although the regulations require a quarterly examination of all the schools by members of the Board, such examinations are not made with that system, skill, thoroughness, and unity of aim and design which the best interests of the schools demand. While every member of the Board cannot fail to recognize the fact that judicious examinations, at regular and appropriate intervals, are essential to the best working of any school system, it is equally evident that this service is not likely to be more satisfactorily performed than it now is, except by the employment of some new instrumentality. The superintendent, as required by the regulations, "visits the schools as often as his other duties will permit," and thus exerts a highly beneficial influence on the working of the system; but he is not required or expected to make regular examinations of all the schools, — a task which would be quite impossible for one man, even though he had no other duties to perform.

Your committee, therefore, in view of these facts, and as the most practical means of securing the efficient and faithful instruction of all the pupils in all our schools, in accordance with the letter and spirit of the courses of study prescribed for the several grades, recommend the appointment by the Board of three competent persons, with the title of assistant superintendent, whose duty it shall be, in conjunction with the superintendent, to make an examination of all the schools at least twice in each year, the results of which shall be submitted to the Board in detail by the superintendent. The adoption of this plan would relieve the members of the Board from the onerous duty of personally conducting the examinations, thus affording them more time for the general inspection of the operations of the schools, and for the transaction of the legitimate business of the Board, and of the various standing committees.

The authority to appoint and fix the salary of such officers, is amply provided for in the fifty-fifth section of the City

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Charter, in the following language: "They (the School Committee) may choose a secretary and such subordinate officers as they may deem expedient, and shall define their duties and fix their respective salaries."

In proposing this measure, your committee are only recommending the course which has been found by experience to be necessary in all the other large cities where the schools have been kept up to a high standard of excellence, and the course which has proved eminently successful. This feature of the New York system, where there are five superintendents employed, is that which competent judges pronounce to be its most prominent excellence.

2. The second feature of our system which has been considered by your committee is that which relates to the constitution of the Board, in respect to the number of members. It is only stating what has been a matter of common remark among the members, especially since the increase brought in by the union of other municipalities with Boston, to say that the Board, as now constituted, is too numerous for the purpose of the transaction of the business which comes before it, in the most careful, prompt, and judicious manner. In this particular our Board presents a marked anomaly among the school boards of the country. No other city in the country, however large, has a school board half as numerous as ours. In the light of the experience and observation of your committee, and from the best information touching this point which they have been able to obtain, they are of the opinion that it would be for the advantage of our educational interests, both in respect to economy and efficiency, to reduce the number of members of the Board. And they therefore recommend the amendment of the city charter, so as to provide for the election of three members from each ward, in place of six, as is now provided for.

3. Your committee would report, thirdly, another modification of the organization of the Board. The City Charter

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provides that the Mayor and the President of the Common Council shall be members of the Board, and that the Mayor, when present, shall preside. Our rules and regulations give to the Mayor the title of President of the Board, and invest him with the power to appoint all Standing Committees. Without intending to reflect in any way whatever upon the manner in which these important duties have been performed by our present worthy and respected Mayor, or by any of his predecessors, it is thought that if the presiding officer were elected by the Board, it would be more appropriate to its dignity and prerogatives as a branch of the City Government, and that it would tend to prevent the operation of political biases in the administration of our school affairs.

4. The question as to what should be the powers of the Board in respect to the providing of school accommodations is by no means a new one. It has been frequently discussed at length in our reports. It has been thought by some that the whole business of locating, erecting and taking care of the school edifices should be in the hands of the Board. But your committee, upon a careful review of the whole subject, are not prepared to adopt this view. They are disposed to think it best that the buildings should be erected, as they now are, by the City Council. But it is clear that the school board should have a voice in determining the location and the plans of the school buildings and the extent and character of the school accommodations. This power is necessary to the economical and successful administration of the school system. This principle has been recognized by the City Council in the ordinance relating to the public schools, passed Dec. 18, 1855, in the following language: —

"The said committee shall be the original judges of the expediency and necessity of having additional or improved accommodations for any public school within the limits of the city; and whenever, in their opinion, a school-house is required, or material alteration needed, they shall send a

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communication to the City Council, stating the locality and the nature of the further provisions for schools which are wanted; and no school-house should be located, erected, or materially altered, until the School Committee shall have been consulted on the proposed locality and plans, *except by the order of the City Council.*"

The exception contained in the last clause of the above has rendered this otherwise excellent provision, to a great extent, a nullity. What is needed is that the City Charter should be so amended as to secure to this Board the powers here indicated, leaving to the City Council the duty of purchasing sites and erecting and caring for the buildings. It would seem that this modest demand should meet with no opposition.

The above recommendations are embodied in the following orders: —

1. *Ordered*, That there be elected by this Board, at the meeting in June, three assistant superintendents of schools, whose duty it shall be, in conjunction with the superintendent, to examine all the pupils in the public schools at least once in each half year, the results to be reported to the Board in detail by the superintendent; and that the Committee on Rules and Regulations be instructed to report, at the meeting in April next, such amendments of the Regulations as may be necessary to carry this order into effect.

2. *Ordered*, That the Committee on the Reorganization of the Board be, and hereby are, instructed to ask the Legislature to amend the City Charter so as to provide that only three members of the Board shall be elected by each ward, instead of six as is now provided for, one member being elected each year, in each ward, to serve three years.

3. *Ordered*, That the Committee on the Reorganization of the Board be, and hereby are, instructed to ask the Legislature for an amendment of the City Charter, striking out

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the provision requiring the Mayor to preside, when present, at the meetings of the Board.

4. *Ordered*, That the Committee on the Reorganization of the Board be requested to ask the Legislature so to amend the City Charter as to provide that no school-house shall be located, erected, or materially altered, until the School Committee shall have approved, in writing, the location and the plans of the same.

Respectfully submitted,

FRANCIS D. STEDMAN, *Chairman*.
HENRY S. WASHBURN,
SAMUEL G. BOWDLEAR,
JOHN F. JARVIS,
CHARLES L. FLINT,
WILLIAM H. LEARNARD, Jr.
WILLIAM. B. MERRILL,
GEORGE H. MONROE,
JOHN S. H. FOGG.

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ADDRESS

AND

SCHOOL FESTIVAL

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ADDRESS OF HON. NATHANIEL B. SHURTLEFF

TO THE SCHOOL COMMITTEE,

IN RESPONSE TO A VOTE OF THANKS AT THE CLOSE OF THE MUNICIPAL YEAR.

At a meeting of the School Committee, held on the twenty-seventh day of December, 1870, Rev. Dr. Lothrop offered the following order:—

Ordered, That the thanks of this Board be tendered to His Honor the Mayor, as its presiding officer, for the faithful, courteous and assiduous discharge of the duties of his office, and also, for his long, faithful and valuable services, previous to his Mayoralty, as a member of the Board.

The motion was seconded by Mr. Washburn, and after a few remarks by Rev. Mr. Waterston, the order was passed, by a unanimous vote, the members rising in their seats.

Mayor Shurtleff responded as follows: —

Gentlemen of the School Committee: — For the resolution that has just been passed by the Board, and which is so truly expressive of the characteristic kindness which I have universally received from the members during the three years that I have presided at their meetings, I am most sincerely grateful; and this good-will I appreciate the more as I realize that the time draws near when the connection which I

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have held with the Board continuously for seventeen years is now to terminate. These years have teemed with great events as far as the Boston public schools have been concerned. The Latin and English High Schools have been much advanced in their standard and in their general usefulness. The Girls' High and Normal School has been established, the Roxbury and the Dorchester High Schools have been added to the list of the first-class schools, and the number of the Grammar Schools has largely increased. Only seven of the Boston school-houses that were in use when I became a member of the Board are now appropriated for the High and Grammar Schools, and not one of these are half as old as I am. During my seventeen years of service the population has been nearly doubled, and the area of its territory has been multiplied, by annexation and reclaims from the water, nearly fourfold. When I came among you twenty-six committee-men could then, with the aid of a Primary School committee, take care of all the schools; but now ninety-eight are required by the present city charter to do similar work. In many respects the schools have since that time made a much greater progress in their condition than they have in their number.

I think I can say in truth that the three years I have been with you as your presiding officer have been years of unexampled prosperity to the schools. The schools for licensed minors, which had just commenced operation as I entered upon my municipal duties, have been brought into good working order, and are now eminently fulfilling their benevolent in-

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tentions, and highly beneficial results are noticed. Thus boys who pass the principal parts of their time in earning a subsistence by selling newspapers, blacking boots, and peddling small matters about the streets, have ample opportunities, when properly availed of, for obtaining the facilities for securing a very good elementary education in many of the most useful studies. Here we have a Boston notion, certainly, that we all can rejoice in. The evening schools for adults, which can, most assuredly, be classed among the recently devised benevolences of the city, are performing a large amount of good work; and by these many persons are gaining instruction who otherwise would have been left to pass their lives in an entirely uneducated condition. The school for deaf mutes is certainly having a very successful commencement, and is supplying a deficiency that has for a long time been felt in this community. I wish I could say that we also have in Boston good Industrial Schools for young women; for I feel sensibly the importance of the establishment of them, and had hoped that, before I left my present office, you would have been able to have instituted these on a sure footing. It is never too late to do well; and I verily believe that the School Board will not allow a fitting opportunity to pass for securing such departments in the school system, that will so surely be productive of good results. During these three years commodious and well-arranged buildings have been erected for the Girls' High and Normal School, the Dorchester High School, and for seven Grammar and several Primary Schools. These have been ex-

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cellent and convenient in their plans, and of most thorough workmanship. Probably no school edifices have been elsewhere erected that can surpass them in the necessary requisites, certainly none can be found more substantially constructed or more perfect in useful appointments. These are among the results of the past three years. I consider them good, and truly worthy of an enduring record.

I must say that the year that has just passed has been one of uncommonly good feeling and harmonious action among the members of the Board. In all the discussions at the meetings of the committee courtesy and mutual personal respect have prevailed, so that no dissensions have disturbed the members, and business has been expedited with the greatest possible dispatch. As far as the presiding officer is concerned, you have been most kind and courteous to him. You have made his duties light, and prevented the petty annoyances which could have afflicted him and made his duty arduous and unpleasant. For this kindness I thank you most heartily.

And now, gentlemen, I must take my leave of you as a member of this Board, and in so doing I assure you that I regret exceedingly to part company with those with whom I have been so long and so pleasantly associated. Yet I feel that I shall meet you all in other places, and that the friendships of the past will not be broken; and I am confident wherever our lots are cast, we shall preserve toward each other that kind feeling and respectful sentiment of regard that now endears us to each other.

Again, gentlemen, I thank you for your kindness,

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as expressed in the resolution passed this evening, and return you my warmest regards, wishing for you all a future in which shall be the fullest measure of health, happiness and prosperity.

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ANNUAL SCHOOL FESTIVAL, 1871.

THE annual School Festival was held in Music Hall, on the afternoon of Wednesday, the twelfth of July, under the direction of the following Special Committee, appointed for the purpose: —

Henry P. Shattuck, John A. Lamson, George D. Ricker, William H. Learnard, Jr., Horatio G. Morse, Richard F. Fennelly, Baylies Sanford, Joseph D. Fallon, Richard M. Ingalls.

Invitations were extended to the City Council and heads of departments, the School Committee, all the teachers of the public schools, the medal scholars, and all the pupils of the High and Grammar schools who have received the graduating diploma at the recent exhibition. State officials and distinguished citizens were also present as guests.

In the balconies were seated more than a thousand boys and girls, the graduates of the present year of the High and Grammar Schools of the city, and the large floor was well filled by an assemblage of their parents and friends.

The fronts of the balconies were festooned with living green. Large growing plants bordered the stage like a hedge; and in baskets were hundreds of bouquets made from fresh-cut flowers, the perfume

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of which pervaded the place, filling the heated air with a delicious sweetness. Gilmore's orchestra, which had a place upon the platform, at the hour named began to render its exquisite music, and thus with the array of fresh and smiling faces, with flowers and melody, the spectator's senses of sight, smell and hearing were favored with a rare and pleasing exhibition.

From half-past two until the beginning of the exercises, shortly before three o'clock, people were continually arriving, until it might almost be said that the place was crowded. Dr. Henry P. Shattuck, chairman of the Committee of Arrangements, called the company to order, and the Rev. A. J. Gordon of the Clarendon-street Baptist Church offered prayer. Dr. Shattuck then spoke briefly of the occasion, saying that it was one of congratulations and rejoicing, — of congratulations, because the year's work was done, and of rejoicing, because it was so well done. He commended the graduating scholars upon their proficiency in their studies, spoke of the fact that with the majority of them the present day was the last of their school life, and offered them his best wishes for success and happiness in their future lives.

After a selection had been played by the orchestra, Dr. Shattuck introduced Dr. Richard Edwards, president of the late Normal University of Illinois. Dr. Edwards said that it struck him as a stranger that the most obvious theme for his remarks would be the greatness and glory of Boston. No doubt it had struck other strangers in the same way, he said,

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and no doubt it had often been the privilege of the people of Boston to hear about themselves in the way of praise and congratulation.

He would therefore pass over the great display of the present moment, and he would refrain from commenting upon the thirty-six thousand pupils educated at the expense of the tax-payers, the one thousand faithful and accomplished teachers, and the commodious and architectural school edifices, — although, he added, I confess that I stand profoundly impressed in their presence. Dr. Edwards then spoke of the enterprise of popular education, saying that its contemplation taught a lesson not alone to him and his hearers, but to the whole continent, and to every dweller in the republic. We are all inspired by it, he said, and God grant that we may always continue to be inspired by it. The speaker next referred to universal culture as a means of unifying the nation, and argued that its power was even greater than that of commerce in killing prejudices and creating spontaneous agreement. He then spoke of the influence of New England culture throughout the West, and indeed the whole country. It was a grand and inspiring reality, which reacted favorably and mightily upon the destiny of the great republic. In conclusion he expressed his regret that he had not arrived in this city in season to attend the closing exercises at the schools, and said that he hoped Boston would not be disposed to rest upon her ancient laurels, but that she would continue to press forward in the great work of popular education.

Another selection was rendered by the orchestra,

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after which Dr. Shattuck introduced His Honor Mayor Gaston. He began by saying that it was his privilege to congratulate the teachers and pupils upon this, their happy festival day ; and he confessed to no little pride that he was permitted to represent in part a city which could produce a scene like that of to-day. The wealth of Boston was counted by millions, but she could do as the Roman mother long ago did, — point to her children as her chiefest jewels. They give to the future of Boston a surety of prosperity, endorsed by virtue, intelligence and religion. I will not detain you by a long address, he said ; my duty is best performed if briefly performed.

The boys and girls were then filed down from the balconies across the platform, where each received a bouquet from the Mayor. The scholars bowed their thanks as they received the flowers, and marched back to their seats in the balconies. This occupied about three-quarters of an hour, the orchestra playing throughout. The exact number of bouquets distributed was 1,147. When this ceremony was concluded, ice-cream, raspberries and cake were distributed to all present, the children in the balconies being provided for in their seats. At about five o'clock the floor was surrendered to the young people, their elders finding seats in the vacated balconies, and for two hours or thereabouts the former were permitted to indulge in dancing and promenading, while the latter enjoyed the scene from above.

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FRANKLIN MEDALS,

LAWRENCE PRIZES,

AND

DIPLOMAS OF GRADUATION.

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FRANKLIN MEDAL SCHOLARS.

1871.

LATIN SCHOOL.

Lester W. Clark,
William T. Campbell,
John C. Lane,
Grenville H. Norcross,
Gorham P. Faucon,
Morton H. Prince,
Charles C. Lord,
Frederick R. Comee,
George H. Monks,
Frank Campbell,
Henry S. Milton,
Ashton L. Dam.

ENGLISH HIGH SCHOOL.

William S. Eaton, Jr.,
Arthur E. Blanchard,
Clement W. Sparhawk,
George F. Stebbins,
Charles W. Goodale,
Wallace L. Pierce,
William P. Willard,
George F. Wallis,
Augustus C. Tower,
Robert S. Sturgis,
Charles E. Stumcke,
Charles H. Livingstone,
Burtis L. Arbecam,
Ellis G. Pinkham,
Frank H. Armstrong,
Parkman Dexter,
Frank B. Rogers,
John E. Pierce,
William H. Gorman,
William C. Briggs,
Hubbard Brigham.

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LAWRENCE PRIZES.

1871.

LATIN SCHOOL.

DECLAMATION. — *First Prize.* — Lester W. Clark. — *Second Prizes* — Reuben Kidner and John F. Botume. — *Third Prizes* — Henry L. J. Warren and Frank Campbell. *Exemplary Conduct and Fidelity.* — Arthur S. Kendall, Jabez E. Giles, Walter H. Russel, Frank B. Thayer, and Thomas H. Cummings.

Exemplary Conduct and Punctuality. — Frank B. Thayer, William T. Campbell, Lester W. Clark, Geo. L. Giles, Willis B. Allen, Geo. M. Nash, Samuel E. Somerby, Robert S. Wade, James L. Cheney, Matthew V. Pierce, Charles S. Lane, Arthur C. Hayes.

Excellence in the Classical Department. — Lester W. Clark, George L. Giles, Matthew V. Pierce, Willis B. Allen, Samuel E. Somerby, George M. Nash.

Excellence in the Modern Department. — Lester W. Clark, George H. Eldridge, Matthew V. Pierce, Willis B. Allen, John T. Bowen, George M. Nash.

Prizes for Special Subjects. — *A Latin Poem.* — Lester W. Clark.

Translation from English into Latin. — William T. Campbell.

A Latin Essay. — Holmes Hinkley.

A Translation into Greek. — John C. Lane.

An English Dissertation. — Hamilton I. Smith.

An English Poem. — Newell A. Thompson, Jr.

A Translation into French. — Gorham P. Faucon.

A Poetical Translation from Ovid. — Edward Bicknell.

A Translation from Sallust. — James L. Cheney.

A Translation from Cæsar. — Frank B. Thayer.

A Translation from Nepos. — J. M. B. Churchill.

A Translation from Phædrus. — Robert S. Wade.

For the Best Specimen of Penmanship. — William T. Campbell.

ENGLISH HIGH SCHOOL.

COMPOSITION. *1st Prizes:* Ellis G. Pinkham, Wm. S. Eaton, Jr. *2d Prizes:* Orlando H. Burley, Wallace L. Pierce, Clement W. Sparhawk, Geo. F. Wallis, Geo. F. Underwood.

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DECLAMATION. *1st Prizes:* Burtis L. Arbecam, Lorin F. Deland. *2d Prizes:* Chas. H. Brooks, Frank B. Rogers. *3d Prizes:* Robert S. Sturgis, Isaac B. Mills, Jr.

LITERARY. *1st Prizes:* Wm. A. Roundy, Frank W. Prescott, Chas. H. S. Poole, James F. Powers, Geo. W. Pierce, Frank S. Norton, Wm. S. French, Lorin F. Deland, Thomas A. Maguire, Louis H. Sullivan, Arthur H. Dodd, John B. Clapp, Frank E. Peabody. *2d Prizes:* Wm. C. Allen, Chas. H. Brooks, Clarence E. Stone, Wm. J. Covill, Frank E. Greene, Henry E. Webb, Chas. G. Copeland.

SCIENTIFIC. *1st Prizes:* Isaac S. Fishel, Chas. A. Ellis, Edgar S. Dorr, John E. Donovan, Chas. G. Denny, Thomas T. Goodale, Isaac B. Mills, Jr., Geo. W. Hayford, Cornelius F. Doherty, Benjamin Bellamy, Albert G. Milton Michael J. Sullivan, Chas. Everett. *2d Prizes:* Frank H. Nightingale, James W. Jantzen, Edgar A. Cook, Samuel J. Spear, Chas. E. Thayer, Frank H. Leighton, Theodore E. Schwarz, Frederic H. Prentiss, Seth Perkins, Jr., Fred. W. Emerson, Chas. A Whitmarsh.

SPECIAL FIRST PRIZES.

BOTANY. Charles O. Willis.

MINERALOGY. Fred. W. Brown.

GENERAL EXCELLENCE AND DEPORTMENT. Ralph A. Quimby, Orlando H. Burley, Isaac H. Goodwin, Nathaniel W. Emerson, Harry E. Read, Oliver S. C. Brigham, Frank M. Bicknell, Walter F. Nichols, Chas. H. Arnold, Thos. E. Pigott, John B. Babcock, Jr., Frank C. McKenna, George W. Flynn, Geo. E. Armstrong, Granville R. Farrar, Samuel E. Brown.

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DIPLOMAS OF GRADUATION.

1871.

LATIN SCHOOL.

Samuel Leonard Abbot,
Howell Barnard,
Henricus White Broughton,
Deblois Bush,
Guilielmus Taylor Campbell,
Franciscus Campbell,
Lester Williams Clark,
Fredericus Robbins Comee,
Jacobus Dana,
Ashton Leslie Dam,
Michael Franciscus Delaney,
Arthurus Blake Ellis,
Gorham Palfrey Faucon,
Arthurus Sherwood Kendall,
Reuben Kidner,
Johannes Chapin Lane,
Carolus Chandler Lord,
Henricus Slade Milton,
Georgius Howard Monks,
Grenville Howland Norcross,
Samuel Hale Parker,
Morton Henry Prince,
Hamilton Irving Smith.

ENGLISH HIGH SCHOOL.

William Earl Allen, Jr.,
Burtis Lacey Arbecam,
Frank Harper Armstrong,
Warren White Baxter,
George William Bennett,
Arthur Elbert Blanchard,
Michael Francis Brennan,
William Clarence Briggs,
Hubbard Brigham, Jr.,
Charles Howard Brooks,
Orlando Harriss Burley,
James Austin Dailey,
George Albert Demond,
Charles Thomas Denny,
Parkman Dexter,
John Edward Donovan,
Edgar Sutton Dorr,
Horace Gardner Dupee,
William Storer Eaton, Jr.,
Charles Adams Ellis,
Nathaniel Waldo Emerson,
Isaac Samuel Fishel,
Thomas Trefethen Goodale,
Charles Warren Goodale,
Isaac Henry Goodwin,
William Henry Gorman,
Clarence Ellery Hay,
James William Jantzen,
Charles Henry Livingstone,
Charles Viets Lord,
John Henry Middleby,
William Jacob Mozart,
Winslow Parcher Nay,
Frank Herbert Nightingale,
Frank Sylvester Norton,
George Webster Peirce,
John Edwin Pierce,
Wallace L. Pierce,
Ellis Guild Pinkham,
Charles Harrison Stedman Poole,
James Frederic Powers,
Frank Webster Prescott,
Ralph Allen Quimby,

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Harry Eugene Read,
Frank Butler Rogers,
Arthur Jeremiah Rose,
William Albert Roundy,
George Alonzo Shackford,
Joseph Henry Smith,
William Frederic Smith,
Clement Willis Sparhawk,
George Francis Stebbins,
Harry Stevens,
Charles Edward Stumcke,
Robert Shaw Sturgis,
Augustus Clifford Tower,
John Francis Towle,
Charles Henry Tyler,
George Francis Wallis,
Robert Francis Welch,
Warren Leonard Whorf,
William Parker Willard,
Walter Wright.

GIRLS' HIGH AND NORMAL SCHOOL.

Marion B. Alden,
Helen I. Allen,
Alice A. Bailey,
Rachel S. Barham,
Mary L. Bassett,
Mary S. Baxter,
Mary L. Berry,
Sarah E. Bowers,
Emma F. Bradeen,
Ella J. Brennan,
Lizzie P. Brewer,
Alice S. Brown,
Sarah C. Buclinam,
Mary A. Carney,
Emma F. Chater,
Emma F. Chesley,
Ella L. Chittenden,
Ella F. Cole,
Mary E. Collins,
Adaline H. Cook,
Mary T. F. Cook,
Susan E. Copeland,
Mary J. Crotty,
Mary F. Cummings,
Emily M. Deland,
Elizabeth T. Denham,
Mary L. J. Desmond,
Florence H. Drew,
Christine M. L. Dudley,
Mary Anne Early,
Carrie R. Edwards,
Emeline H. Frederick,
Isabel Gallagher,
Grace E. Gragg,
Calista M. A. Greeley,
Frances B. Hale,
Louisa J. Hall,
Mary E. Hanny,
Marion A. Hawes,
Ada L. Hill,
Sarah J. Jacobs,
Edith M. Kurtz,
Mary G. Lanning,
Clara O. Leland,
Elizabath A. Mahony,
Lillie Miller,
Helen Morrill,
C. Frank Mulloy,
Mary A. Neill,
Jeanie Neilson,
Effie A. Nowell,
Louise R. Oakman,
Ellen M. O'Connor,
Harriet F. Parker,
Helen C. Parker,
Lizzie T. Pearson,
M. Isabel Peirson,
Julia Perrin,
Annie L. Pickett,
Ada M. Pratt,
Caroline D. Putnam,
May S. Putnam,
Sophia E. Raycroft,
Evelyn H. Read,
Alice J. Reed,
Mary R. Reed,
Rosa M. E. Reggio,
Mary A. Roberts,
Mary R. Roberts,

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Bertha L. Russell,
Amelia H. Rust,
Fannie W. Ryder,
Anna L. Sargent,
Anna L. Savil,
Mary G. Shaw,
Martha R. Smith,
Ruth C. Stone,
Julia A. F. Sweeney,
Jessie C. Tileston,
Eva J. Walker,
M. Ella Warner,
Susan Webb,
Frances E. Wells,
Carrie P. Wellington,
Grace F. White,
Henrietta F. Wiley,
Grace L. Wilson.

ROXBURY HIGH SCHOOL.

Boys.

Charles Henry Batchelder,
George Benjamin Cooke,
Edward Sutton Fernald,
Pierre Gustavus Gullbrandson,
Alfred Lewis Hayley,
George Edward Hovey,
William Leavitt Jackson,
Thomas George Joyce,
George Gilbert Kellog,
Henry O'Neill,
Arthur Leslie Plympton,
Charles Edward Swain.

Girls.

Mary Ella Aldrich,
Ida Blanche Allen,
Elizabeth Rebecca Baker,
Abbie Etta Batchelder,
Jane Rachel Booker,
Harriet Elizabeth Bowdlear,
Georgianna Cunningham Bowker,
Annie Jane Brown,
Agnes Jane Brown,
Emma Frances Croft,
Florence Georgetta Dean,
Levina Beatrice Folsom,
Marietta Goldsmith,
Nellie Gray,
Mary Ella Harmon,
Emma Louise Horsford,
Ida Eliza Humphris,
Ida Ginevra Jenkins,
Minnie Ellen Mailrey,
Emma Louisa Peterson,
Mary Lizzie Pevear,
Clara Etta Sanborn,
Mildred Orne Scott,
Ida Greenwood Stevens,
Maria Lovell Taylor,
Hattie Lincoln White,
Mariannie Wiggin,
Ellen Frances Yeaton.

DORCHESTER HIGH SCHOOL.

FOUR-YEARS' COURSE.

Emma Brittanna Harves,
Estelle Baden Jenkins,
Emma Gardner Urann.

CLASSICAL COURSE.

William Harlow Melville.

THREE-YEARS' COURSE.

Boys.

Frank Wesley Burnham,
Edward Blake Clapp,
Richard Dexter Clapp,
Albert Gordon Morse,
William Gardner Swan,
Stephen Liversidge Talbot,
Charles Edward Tucker,
John Franklin Vose.

Girls.

Josephine Clapp,
Margaret Louisa Hart,
Fannie Weld Hildreth,
Mary Elizabeth Hollaran,
Emma Frances Knapp,
Lizzie Luella Mitchell,

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Ellen Evangeline Murphy,
Mary Robinson Nelson,
Emma Frances Park,
Mary Elizabeth Russell,
Mary Elizabeth Tolman.

ADAMS SCHOOL.

Boys.

Alfred W. Brown,
Michael F. Cahill,
Henry M. Cassidy,
Henry T. Converse,
Rufus H. Dalton,
James H. Delany,
John Fabyan,
James Fitzpatrick,
Herbert J. Foltz,
Charles F. Holland,
Albert Francis Lunt,
John Moir,
John Benj. Palmer,
Charles F. Parkinson,
William W. Pond,
George Herbert Varney.

Girls.

Florence C. Ames,
Helen F. Averill,
Mary E. Barnes,
Helen M. Burrows,
Maria L. Caulkins,
Carrie E. Dutemple,
Florence E. Hamblin,
Alice B. Jackson,
Ellen E. Page,
Alice E. Pickett,
Charlotte A. Pike,
Fannie K. Plummer,
Sarah Ellen Plummer,
Abby F. Purcell,
Alice A. Seaman,
Ida F. Simpson,
Annie B. Stillings,
Ellen A. B. Tomlinson.

BIGELOW SCHOOL.

Edwin W. Aldrich,
Michael J. Creed,
John J. Delan,
William T. Dooley,
Joseph Fitzgerald,
Frank H. Frye,
Charles W. Gates,
Geo. A. Goodwin,
Timothy Gorman,
Frank M. Grover,
Walter Hill,
Josiah W. Hinckley,
Maurice F. Horan,
William R. Lapham,
William E. Lincoln,
Michael J. Mahoney,
Frank L. Miller,
William L. Miller,
James A. Murphy,
Edward A. Osgood,
Benjamin Pope,
Frank G. Powell,
Daniel L. Pendergast,
Frederick Quinn,
William M. Rawson,
William M. S. Reynolds,
Duncan Russell,
Perry F. Smith,
John F. Sullivan,
Charles R. Upton,
Percey E. Walbridge,
Ernest E. Wallingford,
E. Everett Wilder,
Walter A. Willard.

BOWDITCH SCHOOL.

Annie A. Burton,
Jennie M. Carney,
Mary V. Cunningham,
Margaret F. Dacey,
Mary A. Donoghue,
Mary A. Foley,
Alice J. Kealey,
Annie M. Keleher,

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Mary J. Lynch,
Esther Morgan,
Elizabeth A. Murphy,
Catherine A. O'Connor,
Ellen E. Sullivan.

BOWDOIN SCHOOL.

Susan M. Adams,
Nellie M. Buffum,
Minnie F. Cleveland,
Anna A. Clifford,
Sarah E. Cline,
Mary B. Comer,
Annie M. Davis,
Harriet L. Davis,
Gertrude E. Kent,
Ella L. Leavitt,
Emma F. Leland,
Mary A. Major,
Mary Norris,
Alice L. Pierce,
Ella M. Pitcher,
Mary D. Priest,
Mary J. Rose,
Carrie E. Simonds,
Lottie H. Smith,
Susan C. Stearns,
Laura M. Stevens,
Julia Stone,
Lillie B. W. Sutherland,
Julia W. Thornton,
Annie E. B. Vinal,
Nellie G. White.

BRIMMER SCHOOL.

Andrew J. Allen,
Charles S. Ames,
Edward H. Bachelder,
William H. Brown,
Herbert L. Burrell,
Edward P. Call,
Ira H. Carlisle,
David P. Donald,
Franklin T. Downes,
Walter G. Drew,
Henry Guinzburg,
Edward Healey,
John Healey,
John L. Hennessey,
Alfred W. Herrick,
J. Frank Jameson,
Charles E. Jennings,
Frank H. Jordan,
John D. Kelliher,
Abner Kingman, Jr.,
William H. Lord,
Nicholas J. Marshall,
Thomas J. McCleary,
John F. McNulty,
William J. Murphy,
Thomas A. O'Neill,
Henry Shoninger,
Henry T. Spear, Jr.,
Abraham P. Spitz,
Charles A. Staehr,
Jeremiah J. Sullivan,
Joseph F. Towle,
Guy C. Walker,
Henry Warshauer,
Jesse S. Wiley,
Marcus Wolf,
Frank E. Zerrahn.

CHAPMAN SCHOOL.

Boys.

Charles H. Bailey,
Everett T. Bennett,
Nelson F. Cowin,
Herbert Damon,
James Gurney,
Edwin F. Jameson,
Frank H. Parker,
George A. Phinney,
Henry Rich,
Edward E. Stevens,
Albert Sturtevant,
Eugene L. Whidden,
Charles A. Whitten,
Robert M. Wood.

Girls.

Belle M. Chase,
Austina H. Cleaves,

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Isabella G. Glynn,
Cordelia M. Gray,
Isabel Nay,
Sarah K. Parks,
Clara E. Robinson,
Martha W. Sherman,
Hattie M. Stevens,
Clara K. Stevens,
Hattie M. Tucker,
Alice Kimball West,
Annie W. Weston,
Lizzie D. Whidden.

COMINS SCHOOL.

Boys.

Charles Frederick Bardenhoff,
Thomas J. Brandley,
Richard Joseph Brooks,
Louis L'Ecluse Browne,
Thomas J. Butler,
John Edward Costello,
Lawrence S. Denning,
Joseph I. Engel,
David J. Geelin,
John P. Gorman,
Albert Hittl,
Joseph A. Kelly,
Robert P. Kelly,
John McGillen,
James D. McGrady,
Thomas J. Mulrenan,
James P. Mulvey,
William B. Murphy,
Charles E. Parry,
Luther B. Plumer,
George S. Stockwell,
John Walsh,
George Walter Zeigler.

Girls.

Margaret C. Brawley,
Ida N. Bridges,
Amelia A. Coye,
Katie L. Cooney,
Helen A. Conant,
Ellen E. Conant,
Maggie E. Concannon,
Lizzie L. Donnell,
Mary A. Finneran,
Sarah J. Garrity,
Mary E. Gerber,
Mary Grady,
Carrie C. Hubbard,
Elizabeth Kinahan,
Sarah E. Lyons,
Ellen M. O'Connor,
Flora L. Putnam,
Mary Rogers,
Winnella W. Stratton,
Abbie E. White,
Martha A. F. White,
Mary I. Wilson.

DEARBORN SCHOOL.

Boys.

Frederic Walter Bangs,
William Frederic Berry,
William Henry Couillard,
Henry Perkins Dennie,
Michael William Finnerty,
William Cooper Hunneman,
William Henry Lavey,
John Francis Lockney,
Frank Joseph McGrath,
Frank Joseph Mühe,
Samuel Parkman Blake Peterson,
James Francis Ryan,
Frank Edward Ryerson,
Dennis Francis Sheehan,
Walter Clarence Silver.

Girls.

Elizabeth Ellen Aull,
Mary Elizabeth Agnes Bolton,
Harriette Elizabeth Cates,
Jane Theresa Coyle,
Carrie Walker Curtis,
Agnes Ide Dibblee,
Annie Maronie Fitzpatrick,
Eliza Theresa Grand,
Nellie Maria Knight,

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Alida Camilla Masten,
Josephine Russell Morrill,
Margaret Apollonia Mühe,
Harriet Maria Partridge,
Lucretia Pishon,
Mary Louise Sawin,
Catherine Josephine Tracy.

DUDLEY SCHOOL.

Martha L. C. Berry,
Mary L. Browning,
Harriet E. Caldwell,
Elizabeth E. Cotter,
Mary T. Cunningham,
Mary E. Deane,
Sarah E. Deane,
Addie F. Dill,
Susan L. Harlow,
Mary K. Herritt,
Ida E. Kittredge,
Mattie A. Leavitt,
Harriet D. Mulliken,
Julia M. Murphy,
Mary Agnes Murphy,
Abbie D. Parker,
Elizabeth C. Roberts,
Emma C. Shaw,
Hannah S. Shurtleff,
Addie M. Smith,
Emma F. Stockman,
Ella F. Thayer,
Florence A. Trask.

DWIGHT SCHOOL.

Frank W. Aikin,
Charles W. Blodgett,
Thomas W. Cosgriffe,
George A. Chase,
John T. Cunningham,
Joseph S. Donnelly,
Frederick H. Drowne,
James N. W. Emmons,
Edward M. Farnsworth, Jr.,
Albert L. Flanders,
J. Minot Ford,
Henry W. Foster,
Thomas G. Frothingham,
Edwin F. Hall,
Thomas J. Hanlon,
Arthur W. Haynes,
John R. Heard,
Charles S. Johnson,
Daniel C. Jones,
Joseph G. Jones,
Webster Kelley,
William S. Leavitt,
William W. Martin,
George A. May,
William F. McIntyre,
Edward K. McKenzie,
Charles E. Neat,
Michael H. O'Brien,
Frank B. Patten,
Thomas H. Roberts,
Eben C. Stanwood,
Charles R. Tarbox,
Henry B. Thayer,
John H. Tubman,
Sanford E. Young.

ELIOT SCHOOL.

William F. Brown,
William P. Chase,
William H. Croston,
Richard Galvin,
Robert L. Gould,
Leon G. Lincoln,
Peter H. Lobridge,
Michael E. Lynch,
William J. McManus,
Jacob J. Misochi,
Edward F. O'Connell,
William J. Pratt,
John H. Quinn,
James F. Ross,
James H. Ryan,
Chauncey E. Sheldon,
Thomas J. Thompson,
Peter H. Troplich,
James J. Ward.

EVERETT SCHOOL.

Ellen M. Abbott,
Martha R. Adams,

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Martha L. Andrews,
Carrie E. Brigham,
Clara L. Brown,
Mary E. Bryant,
Helen Burgess,
Mary E. Coneton,
Stella F. Congdon,
Edith J. Cooper,
Eva M. Crafts,
Carrie M. Dudley,
Annie E. Fagan,
Mary A. Finneran,
Emma L. Gale,
Jennie M. Gleason,
Alice N. Hill,
Evvie T. Holmes,
Grace E. Hooper,
Mary E. Ide,
Nellie M. Jones,
Grace F. Kelley,
Lizzie B. Ladd,
M. Alma Lyon,
Bridget M. Maher,
Emily A. McCleary,
Evelyn E. Morse,
Annie Nash,
Mary E. Newell,
Addie Norris,
Jeannie A. Osborne,
Alice W. Palmer,
Gertrude M. Pendleton,
May Philbrook,
Mary A. Plummer,
Annie M. Powers,
Ida J. Putnam,
Anna E. Ranney,
Clara A. Rich,
Nellie A. Robinson,
Mary A. Robinson,
Ida W. Roraback,
Ella A. Ross,
Susie O. Sampson,
Alice E. Shaw,
Edith M. Shedd,
Sophia A. Shute,
Abby S. Smith,
Jennie M. Snow,
Marietta M. Spear,
Hattie E. Stevenson,
S. Lizzie Towne,
May B. Webb.

EVERETT SCHOOL. — (DORCHESTER.)

Boys.

William Broughton Allbright,
Frederick Arthur Callender,
Alfred Pingrey Greene,
Edward Augustus Hemmenway,
Joseph Kirk,
Horace Blake Payson,
Charles Upham.

Girls.

Georgiana Allen,
Valetta Irene Bailey,
Mary Elizabeth Bailey,
Katie Jane Caldoff,
Mary Frances Connor,
Medora Olive Fuller,
Mary Louisa Nichols,
Annie Freeman Ordway,
Sarah Ann Shivrick,
Mary Ellen Titus,
Anna Cora Lyman Wadham.

FRANKLIN SCHOOL.

Lottie R. Bell,
Florence J. Bigelow,
Tina Bornstein,
Fanny L. Bowdlear,
Annie E. Burley,
Emma E. Chase,
Corinne Clapp,
Sarah J. Edwards,
Eliza G. Fitzgerald,
Hattie Giles,
Abbie A. Goodwin,
Lucy A. Goodwin,
Nellie L. Goodwin,
Kate R. Gookin,
Fanny S. Hale,
Alice F. Haynes,
Ida E. Hopkins,
Sarah C. Jameson,

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Mary E. Josselyn,
Agnes J. Lindsay,
Josephine Lougee,
Addie M. McAloon,
Martha L. Norton,
Alice P. Nowell,
Adrienne K. Pease,
Katie S. Pickett,
Georgie A. Rich,
Josephine M. Sawyer,
Louise P. Slade,
Lizzie A. Spooner,
Kate O. Stone,
Mary E. Symonds,
Grace Gordon Tenney,
Julia F. Welch,
Annie A. White,
Florence M. Whitman.

GIBSON SCHOOL.

Boys.

Frank Morse,
William S. Phelps.

Girls.

Emma J. Floyd,
Elizabeth M. Fuller,
Elizabeth A. Minchon,
Katharine D. Noyes,
Augusta F. Renter,
Addie C. Waite.

HANCOCK SCHOOL.

Mary L. Bibbey,
Eliza A. Boyden,
Lizzie H. Brown,
Alicia J. Collison,
Julia F. Coughlin,
Eliza A. Cullen,
Henrietta V. F. Dennison,
Susan A. Devlin,
Mary E. Downey.
Rebecca F. English,
Rosa E. Hagan,
Eva S. Hawes,
Lizzie M. Hosmer,
Ella G. Krueger,
Clara A. Lawrence,
Mary E. J. Maginnis,
Albertina M. Marks,
Mary A. McNeil,
Mary Murphy,
Ellen E. O'Brien,
Sarah J. A. O'Connor,
Rosa Raphel,
Lizzie J. Robinson,
Mary Ward,
Mary J. E. Wilson.

HARRIS SCHOOL.

Boys.

Daniel F. Carlton,
George F. Glass,
Herbert Gough,
Robert Ordway,
William B. Perrin,
James L. Robinson,
Benjamin T. Stetson,
Herbert P. Tolman.

Girls.

Abby E. Barlow,
Mary J. M. Carlton,
Emma M. Estabrooks,
Mary Ella Foster,
Jennie I. Kendall.

LAWRENCE SCHOOL.

Boys.

Frank A. Batchelder,
John J. Baron,
Joseph Blakeney,
Charles G. Brown,
William T. Buckley,
John A. Carew,
William E. Cassidy,
Patrick Dailey,
James L. Devine,
John Duran,
Thomas Dolan,
Simon Fleming,

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John Flaherty,
Peter Foley,
Timothy A. Gallivan,
John E. Galvin,
James Gearey,
Eugene J. McCarthy,
Timothy J. McNamara,
John M. Merrill,
George F. H. Murray,
Thomas F. Phillips,
George A. Rice,
Michael Scofield,
Dennis J. Slater,
Charles H. Smith,
Fred. O. Stone,
William J. Tierney,
Francis H. Topman,
William H. Titcomb,
William Wigley.

LEWIS SCHOOL.

Boys.

William Frederic Anderson,
John Atwood,
John Thaddeus Crowley,
Walter Sprague Frost,
Edwin Frothingham,
William Gray,
Edward Carroll Hodges,
Frank Herbert Hodges,
John Franklin Johnson,
Henry Dudley Klous,
George Henry Lang,
Frederick Thornton Lunt,
James McKissock,
George Ellis Monroe,
Walter Clarence Moulton,
William Emerson Rockwood,
Frank Rumrill,
William Newman Swain.

Girls.

Mary Heywood Bean,
Ellen Hadley Bowdlear,
Sarah Louise Brackett,
Emma Ward Bumstead,
Louisa Senior Chadwick,
Annie Amelia Curley,
Emma Elizabeth Farrington,
Ella Francis Forsaith,
Sarah Williams Griggs,
Catharine Haynes,
Ellen Willietta Leavitt,
Emma Louise Merrill,
Rosetta Nann,
Katie Nann,
Fanny Louise O'Connell,
Mary Olive Pike,
Sarah Harriet Robbins,
Anna Boardman Sanborn,
Mary Livermore Stanton,
Salome Anthony Waite,
Mary Brastow Ware.

LINCOLN SCHOOL.

Boys.

Oliver W. Bailey,
Henry M. Bowles,
George W. B. Boynton,
Frederic E. Brown,
Eugene L. Clark,
Albert E. Cotton,
George E. Davis,
Arthur L. Dean,
Alfred Dykes, Jr,
Edward J. Ellis,
Willard H. Fales,
George E. Folsom,
Edward E. Gardner,
Frank S. Goodwin,
William G. Hanson,
David J. Hegarty,
Francis J. Howard,
E. Gerard Lawton,
Arthur F. Means,
Robert J. Mehegan,
William A. Neilson,
Arthur C. Patten,
George H. Potter,
J. Edward Spofford,
Frank J. Williams,

Girls.

Fanney E. Ball,
Mary R. Barry,

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Minnie F. Bell,
Jennie A. Cheney,
Abbie F. Clapp,
Martha J. Collins,
Mary E. A. Courtney,
Clitheroe Dean,
Annie Moulton Dore,
Florence L. Ellis,
Mary L. Godet,
Carrie A. Harlow,
Martha M. Morrison,
Lucy M. Morse,
Emma M. Nickerson,
Carrie E. Pierce,
Dora E. Somes,
Sarah E. Stumpf,
Florence A. Whiton,
Sarah F. N. Wigglesworth,

LYMAN SCHOOL.

Boys.

John M. Brennan,
Joseph G. A. Cassidy,
Charles H. Cobb,
Edgar E. Dearborn,
Timothy A. Devine,
Donald A. Fraser,
George S. T. Fuller,
Joseph F. Harrigan.
Timothy F. Harrigan,
Walter B. Hill,
David H. Jones,
George J. Lynch,
Thomas J. McCarthy,
George S. Melville,
Charles A. W. White.

Girls.

Emma B. DeMott,
Nettie Ellis,
Millie M. Heath,
Catharine Hegarty,
Emma F. Hough,
Lizzie A. Grover,
Florence A. Logan,
Annie J. McClosky,
Margaret S. Parnell.

MATHER SCHOOL.

Boys.

Charles H. Bent,
Henry Chadbourn,
Eben Gay,
Thomas Mackin.

Girls.

Lizzie S. Chadbourne,
Jennie Donaldson,
Minnie E. Morrison,
Julia A. Wallace,
Edith F. Wallace.

MAYHEW SCHOOL.

John Bellamy,
William A. Blodgett,
William M. Fairbanks,
Thomas G. Farren,
James C. S. Harding,
Harry L. Johnson,
Hugh Mullen,
James A. Nagle,
John A. Pepper,
Francis E. Reed,
Francis H. Rich,
Charles S. Sargent,
Millard C. Seavey,
Mark Stone,
John P. J. Ward,
Henry A. Whitney.

MINOT SCHOOL.

Boys.

William McArthur Beale,
Nathan Holbrook Glover,
John Isley Porter,
Ebenezer Judson Ruggles.

Girls.

Susan Weld Curtis,
Annie Esther Draffin.

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NORCROSS SCHOOL.

Ella E. Bickford,
Anna Blumberg,
Lillie M. Bowles,
Clara F. Brown,
Mary A. Coakley,
Annie Connor,
Lizzie M. Davenport,
Georgiana S. Delano,
Ida F. Driscoll,
Eliza Jane Duffin,
Minnie E. Flynn,
Harriett A. Jackson,
Matilda J. Lynch,
Lilla A. Martin,
Maggie F. McCarthy,
Mary J. McDonald,
Helena C. Mendum,
Frances M. Merrill,
Ella G. Miller,
Annie E. Moore,
Nellie M. Moore,
Jennie A. Mullaly,
Nellie M. Murray,
Laura J. Pottle,
Mary F. Sargent,
Julia T. Scanlon,
Hattie M. Sherman,
Anna E. Simpson,
Emma R. Tirrell,
Sarah E. Toland,
Mary M. Young.

PHILLIPS SCHOOL.

Henry K. Adams,
Parker N. Bailey,
Charles H. Dexter,
Walter H. Dugan,
Charles F. Foss,
John H. Gibbs,
Robert S. Hawthorne,
Arthur Josselyn,
A. J. Knowles,
Charles S. Lincoln,
Edmund McIntosh,
Herbert M. Manks,
Edward R. Maxwell,
James A. Rose,
Charles K. Tibbetts,
Walter F. Tilson,
Walter K. Watkins.

PRESCOTT SCHOOL.

Boys.

Robert F. Crosbie,
Charles H. Denton,
John F. Frame,
Robert J. Haley,
Eugene C. Hayden,
John F. Hodgkins,
George R. H. Holmes,
Henry A. Johnson,
James W. McCrillis,
Edward F. Murphy,
Louis A. Murphy,
Joseph W. Sanders,
James M. Sheean,
Charles J. F. Strout,
James H. Thompson,
Arthur C. Vose,
Milford S. Woodside.

Girls.

Alvena M. Baker,
Ella A. Boole,
Sarah A. Bond,
Jessie E. Bulling,
Nellie C. Lombard,
Mary S. Lowe,
Ella M. Maine,
Mary A. H. McLoud,
Emeline L. Patterson,
Hannah A. Pearl,
Lucy H. Pinkham,
Annie M. Prescott,
Angeline C. Tuells.

QUINCY SCHOOL.

Richard Burke,
James Patrick Cadigan,
Cornelius Maurice Canty,
Thomas Bernard Casey,

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Alexandria William Conlin,
Michael Driscoll,
James Bernard Hayes,
Patrick Heffron,
William John McClure,
Daniel Phillip Mullins,
Daniel Joseph Quinn,
James David Stott,
Dennis Joseph Sweeney.

RICE SCHOOL.

Henry Adams,
George E. Allen,
Frank M. Babcock,
Meyer Bornstein,
Oscar M. Chandler,
John B. Deery,
Clarence R. Fillebrown,
William J. Ham,
Fred W. Hobbs,
Niels W. Jacobs,
Arthur F. Kelley,
Edward R. Kingsbury,
Henshaw G. Kingsbury,
Henry L. Leach, Jr.,
Jacob F. Lotts, Jr.
Frederic H. Mansfield,
George W. Merrill,
Alonzo H. Morris,
Philip Morrison,
William F. Morse,
Albert H. Munsell,
Charles E. Murphy,
Charles F. Paul,
Fred G. Perry,
Arthur J. Pierce,
Edwin H. Pope,
Freeman G. Rice,
Fred W. Ripley,
Frank F. Roundy,
Alexander H. Seaverns,
John Shepard, Jr.,
Frank F. Stearns,
Frank Q. Swasey,
Fred E. Todd,
James B. Wade,
Arthur S. Ward,
George W. Warren, Jr.,
Bradlee Whidden,
William L. M. Whidden,
Edward E. Williams,
John Young.

SHURTLEFF SCHOOL.

Emma C. Badger,
Cora E. Beede,
Clara H. Booth,
Lillie E. Bruce,
Emma M. Cleary,
Lena J. Crosby,
Alice G. Dolbeare,
Julia A. Evans,
Ella F. Fernald,
Mary A. Goodwin,
Emma C. Gogin,
Louisa F. Gallaher,
Clara Hersey,
Mary A. Hickey,
Fannie S. Hinckley,
Esther M. Hinckley,
Carrie E. Homer,
Emma F. Ladd,
Ella S. Langley,
Ella F. Lanning,
Estella E. Leavitt,
Annie L. Loomer,
Marietta R. Mann.
Fannie E. Morse,
Clara M. Mosely,
Mary A. Nichols,
Bertha H. Scott,
Emma T. Stevens,
Laura P. Weston,
Susie D. Winch.

STOUGHTON SCHOOL.

Boys.

Charles Francis Kendall,
Walter Warren Strangman,
Timothy Sullivan,
Walter Eugene Tolman,
Charles Augustus Ufford.

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Girls.

Agnes Alvira Brooke,
Elizabeth Caroline Edwards,
Clara Bussey Kendrick,
Mary Etta McElroy,
Ida Louise Packard,
Mary Tucker,
Julia Bartlett Worsley.

TILESTON SCHOOL.

Boys.

L. Sumner Berry,
John Campfill,
Zebiah Houghton,
Thomas J. Russell,
George C. Smith.

Girls.

Hattie M. Cook,
Mattie A. Evans,
M. Emma Goodale,
Louisa E. Hersey,
E. Louisa Walter.

WASHINGTON SCHOOL.

Boys.

Harry Franklin Adams,
Isaac Hull Ayers, Jr.,
Charles Henry Burr,
Herbert Norton Carter,
William Robert Cordingley,
William Augustus Faxon,
William Parker Fowle, Jr.,
Joseph Barnard Holbrook,
Clarence Jenness Libby,
John Edward Maloney,
Michael James Scanlan,
Charles Brownell Shaw,
Thacher Sweat,
Thacher Eliot Trask,
John Williams.

WELLS SCHOOL.

Girls.

Ella E. Bailey,
Florence C. Bates,
Ella T. Bath,
Alice M. Brady,
Elizabeth F. Canning,
Mary E. Colligan,
Ella F. De Mond,
Roxey C. Fogarty,
Helen M. Foster,
Mary E. French,
Mary F. Jones,
Ida M. Lane,
Hattie A. Lombard,
Isabel F. Maine,
Lizzie A. McNamara,
Louisa B. Prescott,
Effie D. Sherman,
Lelia L. Slade,
Lizzie F. Stevens,
L. Isabel Sturtevant,
M. Emma Weston,
Ada C. Wilkins,
Hattie P. Wilson,
Mattie F. Wright.

WINTHROP SCHOOL.

Girls.

Mary S. Alderson,
Mary E. Ames,
Annie Barton,
Mary E. Bradlee,
Sarah A. Brown,
Flora I. Cooke,
Margaret A. Drew,
Lily A. Ellsworth,
Mary L. Emerson,
Ella M. Garvin,
Florence E. M. Ginness,
Eva M. Goetz,
Annie C. Gott,
Sarah A. Gray,
Alma J. Guptill,
Angie M. Hartman,
Ella M. Kellier,
Lillie M. Mackie,
Ellen McGee,
Annie J. Moore,

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Mary H. Murphy
Katie A. T. Murtagh,
Fannie G. Patten,
Abbie F. Pratt,
Jeannette E. Prescott,
Celina F. Puffer,
Mary E. Schaffer,
Mary A. Titcomb,
Ellen B. Walsh,
Rachel Warshauer,
Irene M. White,
Henrietta O. Whitney.

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ROSTER OF REGIMENT,

COMPOSED OF PUPILS OF THE LATIN, ENGLISH HIGH, ROXBURY HIGH, AND ROXBURY LATIN SCHOOLS.

Under the Instruction of Col. Hobart Moore.

FIELD AND STAFF.

Colonel. — L. W. Clark, Latin School.
Lieutenant-Colonel. — Parkman Dexter, English High School.
Senior Major. — W. L. Jackson, Roxbury High School.
Junior Major. —Wallace L. Pierce, English High School.
Adjutant. — G. H. Monks, Latin School.
Serjeant Major. — W. J. Eaton, Jr., English High School.

FIRST COMPANY. — LATIN SCHOOL.

Captain. — W. T. Campbell.
First Lieutenant. — J. C. Lane.
Second Lieutenant. — F. Campbell.

SECOND COMPANY. — LATIN SCHOOL.

Captain. — A. L. Dam.
First Lieutenant. — H. L. J. Warren.
Second Lieutenant. — C. L. Clark.

THIRD COMPANY. — LATIN SCHOOL.

Captain. — H. W. Broughman.
First Lieutenant. — L. L. Abbott.
Second Lieutenant. — M. H. Prince.

FOURTH COMPANY. — LATIN SCHOOL.

Captain. — G. P. Foncon.
First Lieutenant. — F. Dumaresq.
Second Lieutenant. — A. B. Ellis.

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FIFTH COMPANY. — ROXBURY HIGH SCHOOL.

Captain. — A. L. Plympton.
First Lieutenant. — A. E. Healy.
Second Lieutenant. — G. C. Kellogg.

SIXTH COMPANY. — ROXBURY HIGH SCHOOL.

Captain. — T. G. Joyce.
First Lieutenant. — C. E. Swain.
Second Lieutenant. — P. G. Gullbrandon.

SEVENTH COMPANY. — ROXBURY LATIN SCHOOL.

Captain. — T. G. Ham.
First Lieutenant. — J. B. Draper.
Second Lieutenant. — O. D. Myrick.

EIGHTH COMPANY. — ENGLISH HIGH SCHOOL.

Captain. — Frank H. Armstrong.
First Lieutenant. — John E. Donovan.
Second Lieutenant. — W. C. Briggs.

NINTH COMPANY. — ENGLISH HIGH SCHOOL.

Captain. — Tracy Dennie.
First Lieutenant. — C. H. S. Poole.
Second Lieutenant. — C. H. Brooks.

TENTH COMPANY. — ENGLISH HIGH SCHOOL.

Captain. — Warren L. Whorf.
First Lieutenant. — C. H. Livingstone.
Second Lieutenant. — Robt. S. Sturgis.

ELEVENTH COMPANY. — ENGLISH HIGH SCHOOL.

Captain. — Hubbard Brigham.
First Lieutenant. — Wm. P. Willard.
Second Lieutenant. — Wm. A. Roundy.

TWELFTH COMPANY. — ENGLISH HIGH SCHOOL.

Captain. — Clifford Tower.
First Lieutenant. — Geo. W. Pierce.
Second Lieutenant. — Geo. A. Demond.

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THIRTEENTH COMPANY. — ENGLISH HIGH SCHOOL.

Captain. — Isaac S. Fishel.
First Lieutenant. — Warren W. Baxter.
Second Lieutenant. — W. E. Allen.

FOURTEENTH COMPANY. — ENGLISH HIGH SCHOOL.

Captain. — Frank B. Rogers.
First Lieutenant. — Frank S. Norton.
Second Lieutenant. — Geo. F. Stebbins.

FIFTEENTH COMPANY. — ENGLISH HIGH SCHOOL.

Captain. — Burt L. Arbecam.
First Lieutenant. — Frank D. Cardell.
Second Lieutenant. — Geo. F. Wallis.

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HIGH AND GRAMMAR SCHOOL-HOUSES.

NAME.	Location.	No. feet in Lot.	When built.	No. of Rooms.	REMARKS.
Adams	Sumner street .	14,100	1856	18 and hall.	
Atherton	Columbia street, Ward 16 . .	4,727	1868	1	
Boylston	Washington st.	15,073	1845	13 and hall.	Formerly the Franklin Ward-room, Ward 10, in this building.
Bowdoin	Myrtle street .	4,892	1848	12	
Bowditch	South street . .	12,006	1862	14 and hall.	
Bigelow	Fourth street .	12,660	1850	14 " "	
Brimmer	Common street	11,097	1843	14 " "	
Chapman	Eutaw street . .	13,040	1850	10 " "	
Comins	Tremont street	23,780	1856	13 " "	Remodelled in 1869.
Comins Branch .	Smith street . .	6,952	1849	2	
Comins Branch .	Francis street .	12,075	1853	2	Rebuilt, 1861.
Codman street . .	Ward 16	43,560	1861	2	
Dwight	Springfield st. .	19,125	1857	14 and hall.	
Dudley	Bartlett street .	7,950	1846	6	Rebuilt, 1865.
Dearborn	Dearborn court	38,636	1856	14 and hall.	Rebuilt, 1870.
Eliot	N. Bennet street	11,077	1838	14 " "	Rebuilt, 1860.
Everett	Summer street, Ward 16 . .	29,300	1855	7	
Everett	Camden street .	32,409	1860	14 " "	
Franklin	Ringgold street.	16,439	1859	14 " "	
Gibson	School st., W'd 16	44,800	1857	5	
High and Latin .	Bedford street .	12,980	1844	16 " "	The Latin School was established in 1635; the High in 1821. Additional story added in 1863.
Hancock	Parmenter and Prince sts. . .	28,197	1847	14 " "	
High	Kenilworth st. .	6,667	1861	4	Boston Highlands.
High	Dorchester ave. Ward 16 . .	59,340	1870	6 " "	
Harris	Adams street, Ward 16 . .	37,150	1861	8 " "	
High Branch . .	Mason street . .	12,771	1848	14	Formerly the Normal School-house.
Lawrence	B and Third sts.	14,343	1856	14 " "	
Lincoln	Broadway . . .	17,560	1859	14 " "	
Lyman	Paris street . .	26,200	1870	14 " "	Damaged by fire, Aug. 2, 1871.
Lewis	Sherman street	27,830	1868	12 " "	

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HIGH AND GRAMMAR SCHOOL-HOUSES. — *Concluded.*

NAME.	Location.	No. feet in Lot.	When built.	No. of Rooms.	REMARKS.
Mayhew	Hawkins street	9,625	1847	10 and hall.	
Mather	Meeting House hill	. . . .	1856	7	
Minot	Walnut street. Ward 16 . .	16,790	1856	7	
Normal	Newton street .	30,520	1870	66 and halls	The number of rooms include those for recitations and containing apparatus.
Norcross	D street	12,075	1868	12 " "	
Old Lyman . . .	Meridian street	13,616	1846	. . . . .	Branch Library and Ward-room, Ward 1, in this building.
Old High . . .	Dorchester ave., Ward 16 . .	34,460	. . .	4	Unoccupied.
Phillips . . .	Anderson street	11,190	1862	14 " "	
Prescott	Prescott street .	39,952	1865	16 " "	
Quincy	Tyler street . .	11,766	1847	14 " "	Burnt, 1859; Rebuilt, 1860.
Rice	Dartmouth st. .	27,125	1869	14 " "	
Shurtleff	Dorchester st. .	41,000	1869	14 " "	
Sherwin	Madison square	32,040	1870	16 " "	
Stoughton	River st., Ward 16	29,725	1856	8	
Tileston	Norfolk street, Ward 16 . .	83,640	1868	8 " "	
Ticknor	Washington vil.	11,486	1865	12	
Winthrop	Tremont street	15,078	1855	14 " "	
Wells	Blossom street	17,657	1868	12 " "	Ward-room, Ward 3, in this building.
Washington . . .	Washington st.	14,390	1840	7	Enlarged, 1847.
	L street	35,291	. . .	. . . . .	Building to be erected this year.

Total number of feet of land occupied by the above High, Latin, Normal, and Grammar school-houses, 1,066,985 feet. The original cost of these houses and land was about $3,368,318.05.

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PRIMARY SCHOOL-HOUSES.

NAME.	Location.	No. feet in Lot.	When built.	No. of Rooms.	REMARKS.
Avon place . . .	B. Highlands . .	10,057	1851	2	
Andrews	Genesee street . .	5,393	1848	3	
Austin	Paris street . . .	5,360	1849	6	
Appleton street .	. . . . .	18,454	1870	10	
Baldwin	Grant place . . .	6,139	1864	6	
Cheever	Thacher street . .	2,003	1846	3	
Cottage place . .	B. Highlands . .	13,500	1859	4	
Channing	Cove street . . .	7,140	1866	9	
Cook	Groton street . .	4,922	1852	6	
Cushman	Parmenter st. . .	. . . .	1867	16	On the Hancock School-house lot.
Clinch	F street	13,483	1871	6	
Capen	Sixth street . . .	12,375	1871	6	
Dwight	Rutland street . .	7,850	1851	6	
Dean	Wall street . . .	3,649	1853	6	
Drake	C street	10,260	1869	6	
East-st. place . .	. . . . .	2,706	1849	4	
Emerson	Poplar street . .	5,924	1861	6	
Eustis street . .	B. Highlands . .	13,543	1848	4	Enlarged, 1858.
Freeman	Charter street . .	5,247	1868	6	
Franklin place .	B. Highlands . .	8,098	1865	4	
Guild	East street	7,250	1866	12	
George street . .	B. Highlands . .	18,894	1861	6	
Grant	Phillips street . .	3,744	1852	4	
Hawes	Broadway	14,972	1823	8	
Heath street . .	B. Highlands . .	10,557	1857	2	
Ingraham	Sheafe street . . .	2,198	1848	3	
Munroe street . .	B. Highlands . .	11,910	1854	2	Rebuilt, 1857.
Milldam	B. Highlands . .	. . . .	1849	2	On land not owned by the city.
Mather	Broadway	10,160	1842	10	
Mt. Pleasant av. .	B. Highlands . .	9,510	1847	2	
No. Margin street	. . . . .	1,661	1837	2	
Oliver	Sumner street . .	2,263	1843	2	
Pierpont	Hudson street . .	4,216	1850	4	
Phillips street . .	B. Highlands . .	20,595	1867	8	

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PRIMARY SCHOOL-HOUSES. — *Concluded.*

NAME.	Location.	No. feet in Lot.	When built.	No. of Rooms.	REMARKS.
Pormort	Snelling place . .	4,373	1855	6	
Parkman	Silver street . . .	5,306	1848	6	
Rice	Concord street . .	10,756	1845	12	Ward-room, Ward 11, in this building.
Smith	Joy street	1,938	1834	2	
Simonds	Broadway	. . . .	1840	3	On Hawes School-house lot.
Shurtleff	Tyler street . . .	3,900	1855	6	
Sharp	Anderson st. . . .	5,611	. . .	6	Ward-room, Ward 6, in this building.
Somerset street .	. . . . .	5,488	. . .	8	Formerly the Normal Training.
Savage	Harrison av. . . .	5,537	1862	4	Ward-room, Ward 5, in this building.
Starr King . . .	Tennyson st. . .	10,318	1870	10, and hall.	
Skinner	Fayette street . .	5,242	1870	6	
Tappan	Lexington street	4,025	1846	3	
Tuckerman . . .	4th st. City Point.	11,655	1850	6	Enlarged in 1861.
Thornton street .	B. Highlands . .	6,640	1847	2	
Vernon street . .	B. Highlands . .	7,675	1849	4	Enlarged in 1861.
Webb	Porter street . .	7,492	1853	6	
Webster	Webster street .	5,036	1852	6	
Ware	No. Bennet st. .	6,439	1862	4	Ward-room, Ward 2, in this building.
Wait	Suffolk street . .	10,974	1860	8	
Winthrop street .	B. Highlands . .	9,775	1857	4	Remodelled in 1870.
Winchell	Blossom street . .	5,000	1845	3	
Way street . . .	. . . . .	2,508	1850	3	
Weston street . .	B. Highlands . .	14,916	1854	4	
Yeoman street .	B. Highlands . .	18,200	1870	12	

The Primary School-houses before mentioned occupy about 434,813 square feet of land. The cost of these houses and land was about $706,198.12.

In addition to the foregoing, the following rooms are occupied by schools, those marked (*) being hired at an annual rental of $7,780; the others are in buildings owned by the city: — Chapel, Bennington street, 2 rooms*; 26 Charles street, 1 room*; Rice building, 3 rooms*; Day's chapel, Parker street, 1 room*; Armory building, Cooper street, 4 rooms; Gunhouse, 2 rooms; Putnam place, 1 room*; Jenkins' Hall, Broadway, branch of Lawrence School, 2 rooms*; Pemberton square, School for Deaf Mutes, 3 rooms*; church on D street, 1 room*; house on Athens street, 2 rooms*; E street church vestry, 1 room*; Dorchester avenue, opposite Broadway, 1 room*.

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DESCRIPTIONS AND DEDICATIONS

OF

SCHOOL-HOUSES.

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LYMAN GRAMMAR SCHOOL-HOUSE.

This house was commenced in August, 1869, and completed in July, 1870. It is situated on the corner of Paris and Decatur streets, East Boston, and was designed by Bryant and Rogers. The building has four elegant and ornate façades, with central projections in each, and is in the form of a Latin cross, having an extreme width of 104⅜ feet, and an extreme length of 114½ feet. It is three stories in height above the basement, the third story being within the Mansard roof, which crowns the whole area of the edifice. The basement contains the boiler, janitor's, fuel and play rooms, and the water-closets. The first and second stories each contain six school-rooms, 29 by 32 feet square, and 13½ feet high in the clear; six clothes rooms, and four teachers' rooms, opening into a hall 24 feet wide, which extends the whole length of the building, and contains sinks and basins for the accommodation of both teachers and scholars. The third, or roof story, contains an exhibition hall, 54 by 75½ feet, with two ante rooms attached; two school-rooms, 28 by 30 feet; teachers' rooms, clothes closets, committee room, etc. Each school-room is provided with 56 scholars' desks and chairs, and a teacher's desk, from the establishment of Joseph L. Ross. The furniture is of oak throughout, and the building

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is considered one of the best furnished in the city. The building accommodates 784 pupils. The heating apparatus is from the establishment of G. W. Walker & Co., and is successful in all respects. The contractors were Wm. Sayward for the masonry, and B. H. Flanders for the carpentry. The total cost of the building was $115,885.49, including heating apparatus, furniture, fencing, grading, etc.

The lot contains 26,200 sq. ft., and cost $13,500. Total cost of building and lot, $129,385.49.

No illustrative cuts and plans have been prepared to accompany this description, as the building is, in respect to style of architecture, size and internal arrangements, nearly an exact copy of the Shurtleff Grammar School-house, which is fully represented by cuts in the report of 1869.

On the second of August, 1871, this building was greatly damaged by fire, the upper stories being entirely destroyed. It has since been rebuilt, with some improvements in the structure of the roof.

DEDICATION.

The dedicatory services of the new Lyman School-house took place on the 18th of October, 1870, in the spacious hall in the upper story. The platform was decorated with such a profusion of flowers and plants that it resembled a picture of a tropical garden. The front seats were reserved for the members of the school, who furnished the music for the occasion, under the direction of Mr. J. B. Sharland. The parents and friends of the school filled the remainder of the floor, and the Building Committee, members

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of the City Government, Masters of the Boston schools, Mayor Shurtleff, ex-Gov. Washburn, Superintendent Philbrick, Hon. David H. Mason of the State Board of Education, Rev. Warren H. Cudworth, Col. Theodore Lyman, son of the late ex-Mayor Lyman, for whom the school was named, and other officials and invited guests, occupied the platform.

The exercises were commenced by the reading of selections of Scripture by Rev. Warren H. Cudworth, after which the chant, "Father of Mercies," was sung by the members of the school. The prayer of dedication was offered by Rev. W. H. Cudworth, and the pupils sang

> "O vales with sunlight smiling,
> O leafy woodland shades!"

After which Alderman Charles E. Jenkins, Chairman of the Committee on Public Buildings, in a brief speech presented the keys to Mayor Shurtleff. The Mayor accepted the trust and conveyed the keys to Henry S. Washburn, Chairman of the District Committee, in the following speech: —

ADDRESS OF MAYOR SHURTLEFF.

Mr. Chairman of the Committee on Public Buildings: — In accepting the keys of this new house, which is to-day to be dedicated to one of the best of all purposes, — the education of our youth, — allow me to thank you and your associates on the committee for the care you have given to this undertaking of the city. My official position brings me so much in connection with your committee, that it gives me ample opportunity of judging of your efficient labors; and I take great pleasure in stating thus publicly the satisfaction I feel in according to you and the excellent Super-

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intendent of Public Buildings the highest meed of praise for the faithful manner in which your laborious and oftentimes perplexing duties have been performed, not only in the particular instance of the construction of this building, but of the many other public edifices, the erecting of which you are called upon to oversee, of which an unusual number have been put up the present municipal year. In the present instance you have produced a thoroughly-built and conveniently-arranged school-house, unusually perfect in all its plans, arrangements, accommodations and comforts. In behalf of the City Government, and our fellow-citizens generally, I thank you most gratefully for your efforts this day completed and so gracefully surrendered to me as President of the School Committee. And, Mr. Chairman of the Lyman District Committee, who, with your associates, will superintend the instruction that will be so liberally disseminated from these halls, I now place in your hands the keys of this completed structure, with a sure conviction, from my own personal knowledge of your integrity, ability and good will, and also of your great interest in the important subject of education, that they cannot be entrusted better or more satisfactorily; and in so doing I commit to your charge the new Lyman School-house. In the management of the school that is now to find this house a comfortable home, continue in your present course of well-doing. See that the name of my most excellent predecessor, Theodore Lyman, whose worthy son to-day honors us with his presence, shall be always remembered here, as of one who has left to our city and to our children and our people the bright example of an honorable and useful life, well spent in promoting all the great and beneficent interests of our beloved city.

MR. HENRY S. WASHBURN'S REPLY.

It is with much pleasure, Mr. Mayor, that I receive from you, in behalf of the Committee of the Lyman School District, the keys of this truly beautiful building, formed and fashioned for our use, and which we now dedicate to the purposes for which it was erected. A desire of our hearts, long cherished, is this day gratified. It has not seemed meet to us that the mother of all the schools in this section of the city should longer remain in apart-

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ments so cramped and restricted as those she has for a quarter of a century occupied. Hence the pleasure we experience in entering this new edifice, which, in all its arrangements, reflects so much credit upon the architect and the gentlemen who have had the charge of its construction.

We are reminded, Mr. Mayor, at this moment, of other instances of liberality on the part of the city, to the great interests of common school education in this ward. So swift has been the flight of time, it seems but yesterday that we consecrated to learning that other temple near us, which bears the name of one of our foremost scholars and historians, — a building which, in all its ample proportions and generous appointments, still excites the admiration of citizen and stranger more perhaps than any similar structure in the Commonwealth. Perhaps in nothing, sir, is the progress of the day and hour allotted to us on the earth more visible, than in the size and character of the buildings we erect in which to educate our children. How wide the contrast between this building and the first Grammar School-house erected near this spot in 1837, — which the fire consumed in 1846, — or in that other now standing, which was erected upon its ruins! How incomplete and inconvenient for school purposes it seems to us by the side of the edifice we now dedicate!

So let it be; so let the generations which may succeed us improve upon the work of our hands, and foster, as we aim to do now, the great bulwark of our liberties and civilization.

Mr. Mayor, at no period of our history would a building of this magnitude and beauty have been more acceptable to the citizens of this ward than now.

Afflicted again and again by conflagrations which have laid waste some of the fairest portions of the island, at a time when the chief source of our support and income has been almost entirely cut off, when the hammer of the artisan, and voices of industrious men are scarcely heard in our extensive shipyards and manufacturing establishments, — when a pall seems to rest upon the industrial pursuits of our island home, — at this hour these massive walls rise like magic before us, a promise and prophecy of the good time coming, when, again, models of grace and beauty, of wood or of iron, shall go forth from our wharves upon the waters.

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of every sea, bearing to the dwellers beneath every sky the products of our great and growing republic.

For such an expression, at such an hour, of the confidence of the City Government in the future of this ward, permit me, Mr. Mayor, in behalf of my associates of the committee, and of my fellow-citizens, to return to you our most hearty thanks.

Then, turning to Mr. Lincoln, the Master of the School, Mr. Washburn observed: —

And now, Mr. Lincoln, to whom more appropriately than to yourself could these keys be passed? Identified with the history of the Lyman School almost from its very beginning, you have given to it the dew of your youth and the strength of your ripened manhood. And now, as you begin to look toward the sunset, you still stand guarding its portals, interested as ever in whatever pertains to its welfare and prosperity. As interesting as is this hour to us all, it must to you be a moment of tender recollections, an hour crowded with pleasant memories. The seeds of knowledge you have here sown have literally been borne upon the wings of every breeze, and they have taken root in soil far remote from the tree which gave them birth. Were we to inquire where are your jewels, you might truthfully answer, *everywhere!* The sun may be said never to set upon them. How would these boys and girls then, but men and women now, send you, if they might, their greeting and congratulations! Faithful to your trust, you have seen colony after colony go forth from the old maternal hearthstone and set up for themselves in fairer habitations, while you and your associates have been content in the discharge of duty under accumulating disadvantages and difficulties. For all this we honor you and them to-day; and with corresponding pleasure we welcome you to this new house, yet to be, we hope, the scene of your future success in the great work to which your life is consecrated. In presenting these keys to you, as the symbol of your authority as the head of this school, I need not, I am sure, proffer any advice, or make any suggestions pertaining to the work before you. Your own large experience in teaching will guide you in the right way. We may only say that we are sure it will be your aim in the future, as it has been in the past, to

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combine with the instruction here imparted, in harmonic proportions, the real with the ideal, the substantial with the ornamental. Let the child of the poorest citizen, as it knocks for admittance at these doors, be greeted with a cordial welcome to the stores of knowledge and wisdom which the city has so generously provided. So shall the Lyman School pass down a blessing and a benediction to the generations which shall follow us.

ADDRESS OF H. H. LINCOLN, ESQ.

Mr. Chairman: — Though for nearly a quarter of a century the Principal of the Lyman School, I accept these keys and the responsibilities they symbolize with some degree of distrust, for the word "education" has a broader meaning and a deeper significance to me to-day than it had twenty-five years ago. We sometimes hear persons speak of a "finished education;" they might as well talk of a perfected imperfection or a finite infinity.

The kindly manner in which you, sir, have been pleased to allude to me and to my past services in this school is the more appreciated as my knowledge of the sincerity of your nature is undoubted. This district owes you much; your clear statement of its wants before the proper authorities, your gentlemanly presentation of them whenever needed, your choice words, "like apples of gold," falling now here, now there, sometimes on unwilling ears, have been largely instrumental in causing the erection of this edifice. The hearts of parents, teachers and scholars overflow with gratitude towards you for your labors in their behalf.

Parents and friends, from my position near by, I have noticed the walls of this structure steadily rising, and daily growing more beautiful and symmetrical under the eye of our efficient Superintendent of Public Buildings, and the labors of the skilful contractors and their energetic workmen, until it stands to-day a finished edifice to gladden our eyes.

The old Lyman has waited long and patiently for a building in which to collect her scattered colonies. How often would she in the past have gathered her children together even as a hen gathereth her chickens under her wings, but the City Fathers would not; the fulness of time had not come. This school feels a sort of maternal interest in all children of East Boston, for she is the mother of the

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Chapman and Adams, and grandmother of the Prescott. Having seen her former offspring comfortably housed and provided for, she now rejoices in the completion of a building equal if not superior to theirs in all its appurtenances for the accommodation of her more recent children. To be sure, it does not stand on high ground, exposed to the genial air and sunlight; it is not so far away from noisy streets, smoky work-shops and unpleasant surroundings, as we could wish; but in certain districts these advantages cannot be secured. The building, however, is central, and in a comparatively quiet location; it fronts the noonday sun, and from its upper stories overlooks the sea. This latter fact we, in this section of the city, know how to prize. In the sultry summer days the ocean breeze, sweeping through our school-rooms, gives wonderful refreshment to weary pupils and teachers. If our sister schools on the continent sometimes get new ideas upon education before they reach this distant Island Ward, we always manage over here to get the east winds first.

As I look around upon the commodious rooms of this magnificent edifice, my thoughts run back by contrast to my first experience as a teacher in East Boston. The original Lyman school-house was destroyed by fire in January, 1846. In March of that year my services in this school commenced in the Maverick church vestry, — a low, damp, dismal place, lighted only on the north-westerly side by a few windows into which the direct sunlight rarely, if ever, entered. Into this room were crowded for six hours a day, for nine months, more than two hundred boys, seated on settees almost as closely as an audience in a lecture-room, holding their books and slates in their laps. Teachers well know what small laps boys have; they hold but little, nor hold that little long. We had one second-hand black-board, — no, third-handed it must have been, — whose indentations and cracks seemed to constitute its principal part. This was our only educational machine; when in active service it stood upon its narrow side, propped up by a chair. The board was raised or depressed as occasion required to meet the angle of vision of the pupils. The church proprietors, feeling a deep interest in the cause of education, were induced, after some solicitation, to grant us for recitation purposes the use of the entry — stairways included. The day we took possession of this coveted enlargement of our domain was a proud one for the boys. So eager

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were they for promotion, so desirous to obtain the upper stairs for seats, that I verily feared for awhile they might overleap them and invade the sanctuary itself. These youthful aspirations, however, were put to good use, for we numbered the stairs from the floor upward, thus making a visible educational grade, up which the scholars toiled patiently day after day to secure a higher position. The ambition of some of the boys was so great that they wanted to continue the line of promotion from the top stair to the rear pews, and from thence to the front pews in the church. Had this been allowed, they would have had an eye, no doubt, on the pulpit. Some of them, I am happy to say, have had an eye on it since, and a voice in it, too; — the result in part, perhaps, of their early education in a church basement and entry. I look back upon the hard experiences of those days with feelings akin to one who had escaped the horrors of the "Black Hole of Calcutta."

We rejoice, then, that the Lyman, having passed through many early trials and subsequent lack of accommodations, renews, as it were, to-day its youth under happy auspices. This beautiful edifice, however, should be only the garb of an external regeneration. We are well aware that the internal renewal must come from the fresh and new-born instructions of wide-awake teachers, and the reconsecration of pupils to industry and duty, and the earnest co-operation of parents and committees. Let us all, here and now, pledge ourselves anew to the great cause for which this structure was reared.

Said a distinguished New York clergyman, some years since, in reference to the white churches and brick school-houses that dot the hills and valleys of this section of our country, "They are the white and red roses of New England." Could we divest ourselves of the unpleasant historical associations connected with this phrase, it would have a tenfold power and beauty. Between these twin New-England roses there never has been, and notwithstanding the portents of the times, I trust there never will be, any serious antagonism; side by side our fathers planted them; side by side have they grown up together, scattering their fragrant blessings all over the Northern and Western sections of our country. Let us all, friends, use our utmost endeavors to plant these New-England roses not only throughout our own beloved land, but, if possible, in other lands, till their fragrance shall fill the world.

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A word or two of suggestion, even on a day of congratulation like this, may not be inappropriate. For many years the conviction has been forcing itself into my mind that the community at large is depending too much for the education of its children upon fine school-houses, experienced teachers and improved educational apparatus. These are highly important, we all know; but sound home instruction and judicious parental discipline is the great need of our times. Our schools can do much, very much for the rising generation, but they cannot do everything. In endeavoring to avoid the faults and prejudices of our Puritan Fathers, let us not ignore their virtues. The result of my experience and observation is that the youth of our cities, and perhaps also of our country towns, have too great a tendency at present to rely upon externals for their mental development and growth, and not enough upon the internal forces of their nature; they expect to be taught rather than to learn; to receive rather than to obtain; to be worked upon rather than to work themselves. This growing inclination, if not checked, will make the minds of our youth mere storehouses when they ought to be workshops.

"The mind grows only by its own action," said Daniel Webster, — a truth that should ever be kept prominent in the thoughts of the educator, be he a parent or a professional teacher. To educate really and truly is a slow process; as slow now as it ever was. In this fast age we are apt to think that we can build a railroad between ignorance and knowledge, between the undeveloped faculties of the child and the mature powers of the man; in short, that we can apply steam to education. "Festina lente," — hasten slowly, — said the Latin sages. In matters pertaining to mind and character we should do well to heed the wisdom of this maxim.

These keys, Mr. Chairman, that you have handed me will unlock the outer doors of this building, also the basement and the boiler-room, unlock all the class and closet-rooms of the next two upper stories, unlock this spacious hall and the rooms adjoining, likewise the exit door in the roof, through which, ascending, we can obtain a commanding position, that shall embrace in its sweep churches and school-houses, monuments, rivers, and harbors, aud the illimitable ocean, stretching far away beyond the reach of human eye. My long-tried and faithful assistants are to take charge of these

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keys with me, and see that their respective rooms are well cared for, and protected from all unnecessary wear and tear. But a much harder task is before us. Each pupil is a structure — mightier and more important than this — whose interests we must guard and whose nature develop. Each pupil, like this building, has his foundation story, his basilar nature, where lie the appetites, the passions, the motive power of the wonderful machines; higher up come the intellectual, moral and spiritual natures; each of these has its rooms, its apartments, its inner chambers; where shall we obtain the keys to unlock them, and put each child in possession of himself? How can we conduct him from the lower rooms of this temple of the living God up through all the gradations of his being to the sublime outlook of his destined freedom, where, with his passions subordinate, his mind trained, his moral nature educated, his spiritual being developed, he shall stand erect in the glorious image that was stamped upon him at creation, looking abroad intelligently over all his past and present surroundings, and forward trustingly to the illimitable and unknown future? Who is fully equal to these responsibilities? No one. The best that we, the teachers of this school, can do is to instil such principles into the minds, hearts and souls of those under our charge, that they shall start right on their never-ending upward course. It is the function of the teacher to give his pupils direction rather than momentum. Giving them this, he must calmly wait till the issues of eternity set their seal of approval or disapproval upon his work.

The Dedicatory Hymn, written for the occasion by Mr. H. H. Lincoln, was then sung by the school: —

This structure, strong and great,
This day we dedicate
    To learning free;
Let prayer to God ascend,
Let thought its influence lend,
And youthful voices blend
    In harmony.

May mind grow richly here,
And hearts be trained to fear
    All forms of sin·

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Teachers and taught be blest,
Parents with love impressed,
And truth for aye expressed
These walls within.

Our country stands secure
While knowledge rich and pure
Such fountains give.
Then plant them through the land,
From East to Western strand,
From lake to tropic sand;
Our fame shall live.

Mr. Philbrick read the following letter from Gen. John Eaton, Jr., United-States Commissioner of Education: —

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,

Washington, D. C., October 15, 1870.

HON. JOHN D. PHILBRICK,

Supt. of Public Schools, Boston, Mass.

DEAR SIR: — Your favor of the 11th and the enclosed invitation of the committee to the dedication of the new Lyman School-house have been received. I am greatly obliged to you and to Mr. Washburn, and the other members of the committee, but shall be unable to attend.

It is gratifying to know that Boston shows such signs of educational vigor and growth. Her traditions so inspire her; so the country and the world expect of her.

Too often it is felt, in matters of education, that what is done once is done for all time; whereas, it must be repeated for every generation, and adapted to every individual. The man, or the generation, too often, also, takes for the progress of the race or of the principle the advance that man or that generation has observed. Educators should not be so deceived. Educated communities should so order the repetition of instruction for themselves, that the means and the motive shall always be present to find out, accept, and practice every improvement, rejecting nothing of what has been attained, and is essential to mankind.

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The processes of educational growth, in every community and nation, should be so wise and complete in purpose, organization, instrumentalities, programmes of study, methods of instruction and discipline, in houses, apparatus, and surroundings, in the character of the teachers, and the sentiments of the public, and the interest of pupils, officers, parents, and citizens, that not a child shall fail of the opportunity and motive to bring him to seek for himself a healthy growth in body, mind, and morals, — an assimilation, in some degree, to a higher intelligence and morality.

Such communities must do this for self-preservation; they owe it as an example to others less favored. The highest divine command, and the lowest material motives unite to enforce it.

If Boston cannot push forward her education, showing the reasons at every step for the connection of every social and material and civil interest, justifying expense, securing wise and economical administration; if Boston cannot do what is right, simply because it is right, what is fit because it is fit; if Boston cannot shape and poise a system of municipal education, putting merit in its order, — from the child that enters to the child that graduates, from the simplest methods and studies to the most complex and erudite, from the simplest manual effort to the highest moral and intellectual effort of the superintendent — after two and a half centuries of school labors; what must we expect of communities that have not yet tried their hands at the organization of free schools?

The ties of nationality bind Boston up in the same bundle with many other cities. They not only look to her and each other for examples; they constitute parts of a great commercial, social and civil system, with a compass and intensity of sympathy never elsewhere known. These relations impose on her their requirements. Some are direct and manifest. She is interested that the educational sentiment, argument, and practice she finds beneficial, should be enjoyed, appropriately modified, throughout the land. All honor for what she has thus accomplished.

But already new communities have so crowned themselves with educational glory that their citizens, visiting Boston, begin to observe points where her system has not all of the excellences of theirs. It strikes intelligent educators strangely, for instance, that Boston should require her Superintendent of Schools to do the

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clerical work in his office, and reduce so much his efficiency; or that Boston should hesitate to publish abundantly for all her citizens her official school-reports.

May this moment of enthusiasm, so full of congratulations, also suggest some needed attainments.

Very respectfully, your obedient servant,

JOHN EATON,
Commissioner.

Col. Lyman made an eloquent and very sensible speech, which was not reported.

Ex-Gov. Washburn spoke of his observations on the subject of education during his visit abroad, during which he had seen nothing that had weakened his affection for his native land. In Italy, where the common-school system was introduced only four years ago, there was now a free public school to every town, and some sixty Normal schools, in the country. Greece had a Normal school upon which a million of dollars had been expended.

The Rev. W. R. Alger said that the building was a silent witness of the interest that the city took in the cause of education. All privileges bring their obligations. They must see to the discharge of the obligations attending the erection of the school. They should study to enjoy all the qualities God had given them.

Speeches were also made by Hon. David H. Mason, of the Board of Education, Gen J. H. Barnes, who referred to his early school-boy days, paying a merited compliment to the master, Mr. Lincoln, and Albert Bowker, who made many humorous allusions to the duties of a school-master. The services closed with the singing of the Doxology.

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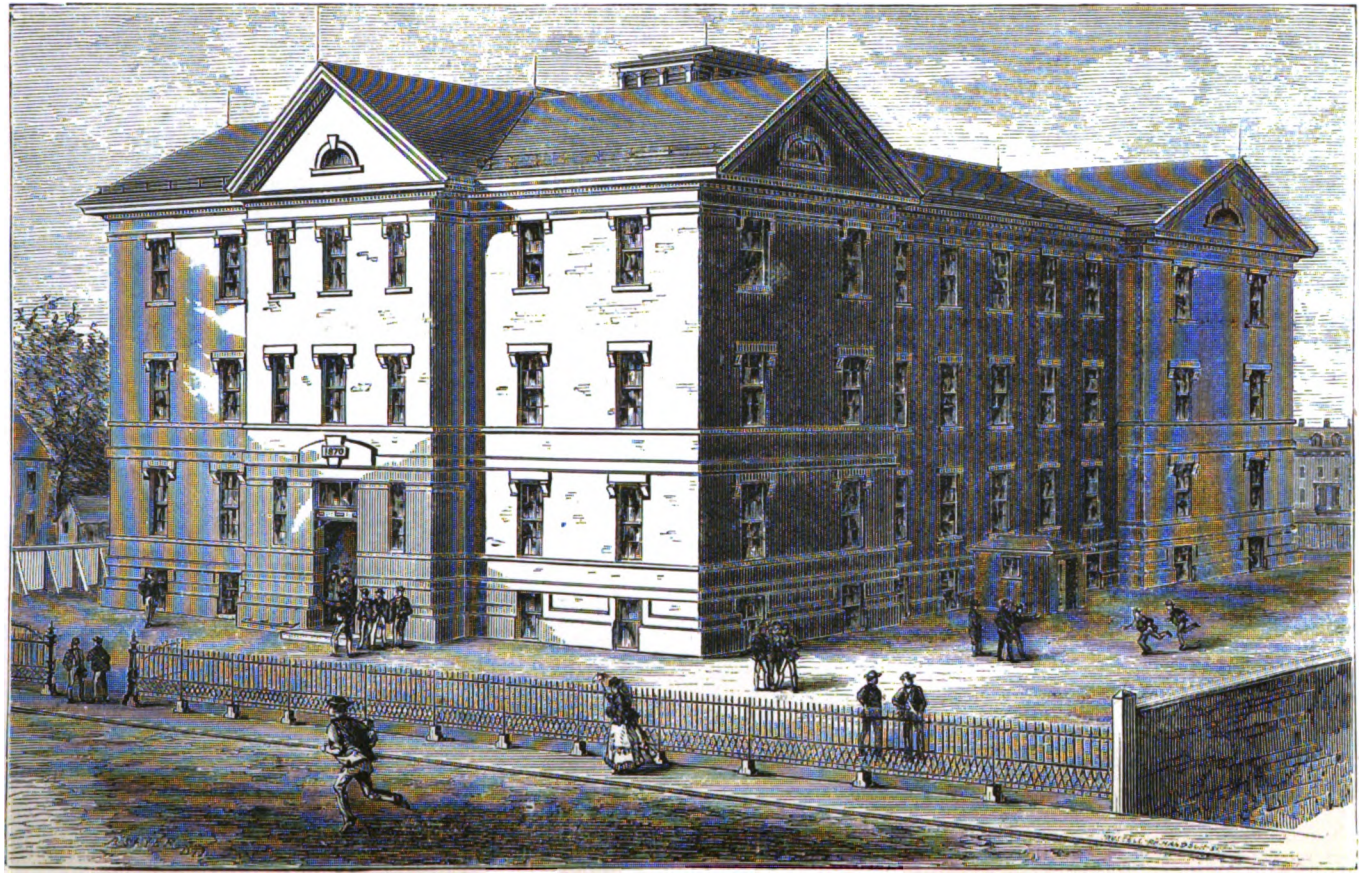

THE SHERWIN GRAMMAR SCHOOL-HOUSE.

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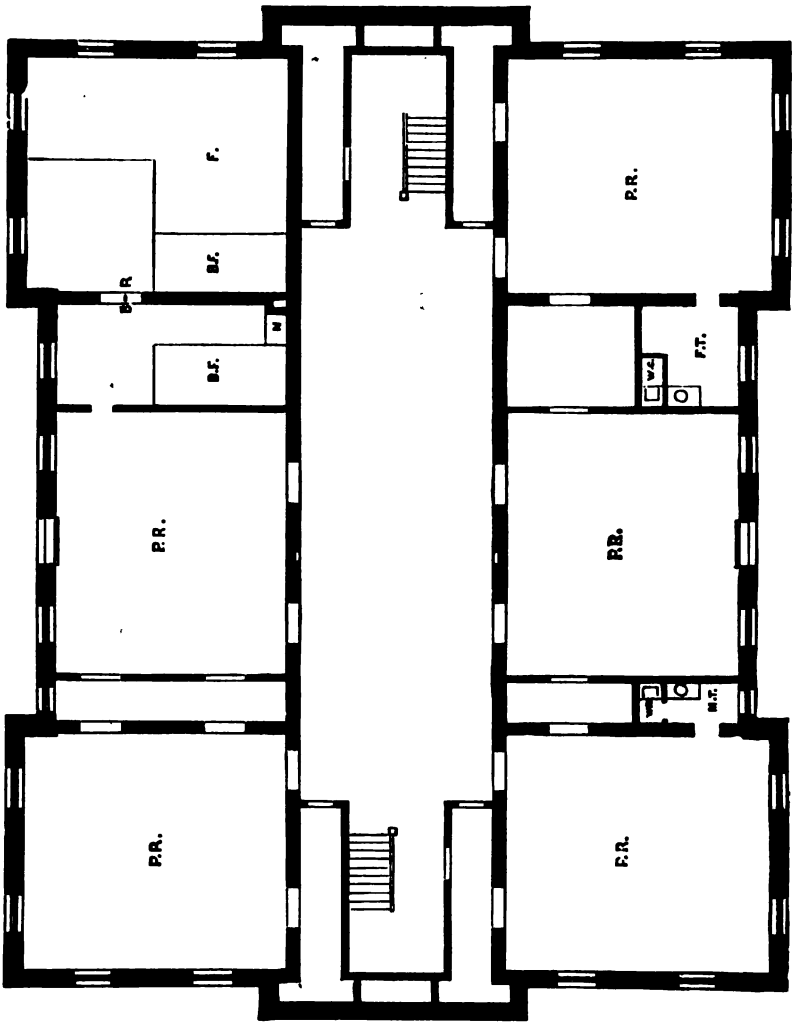

BASEMENT.

P. R. Play Room.

B. F. Heating Apparatus.

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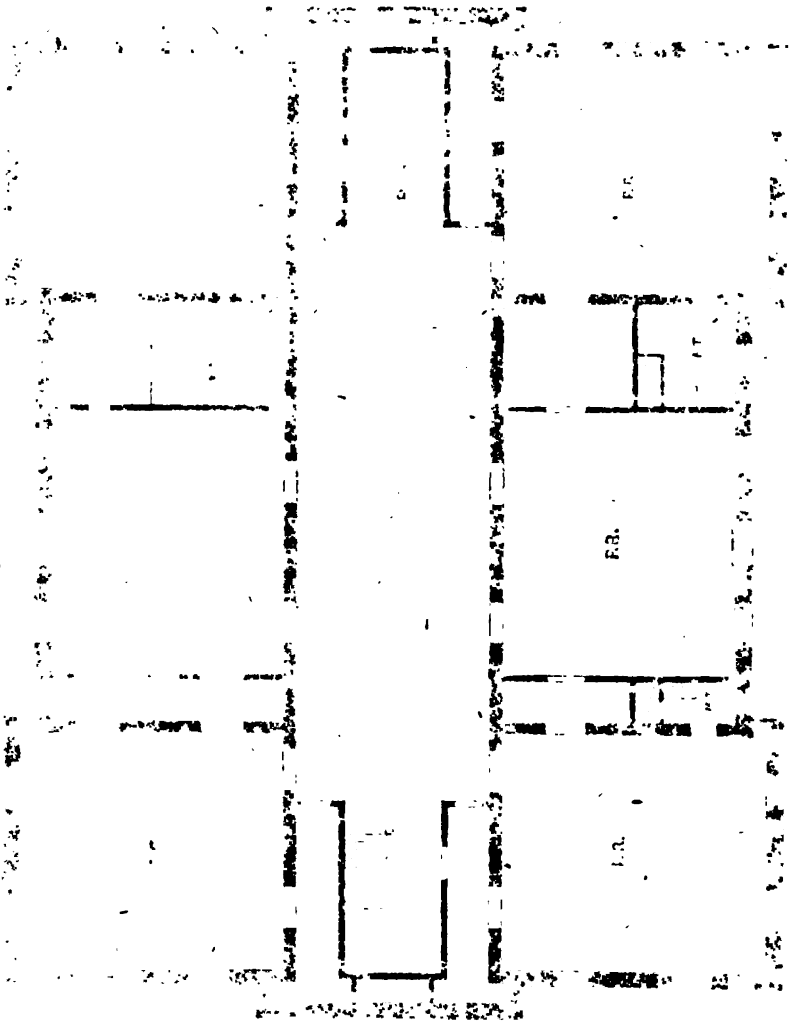

BASEMENT

Wood

Heating Apparatus.

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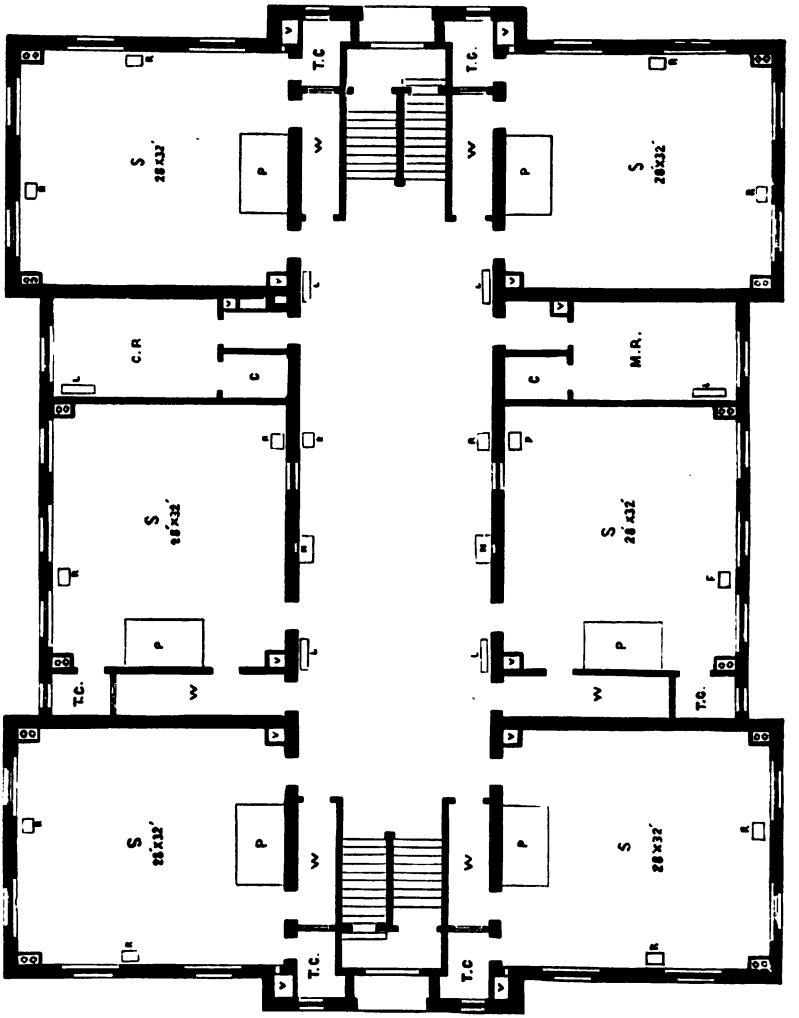

FIRST AND SECOND STORIES.

S. School-room.
W. Wardrobe.
T. C. Teachers' Room.
C. R. Committee Room.
M. R. Master's Room.

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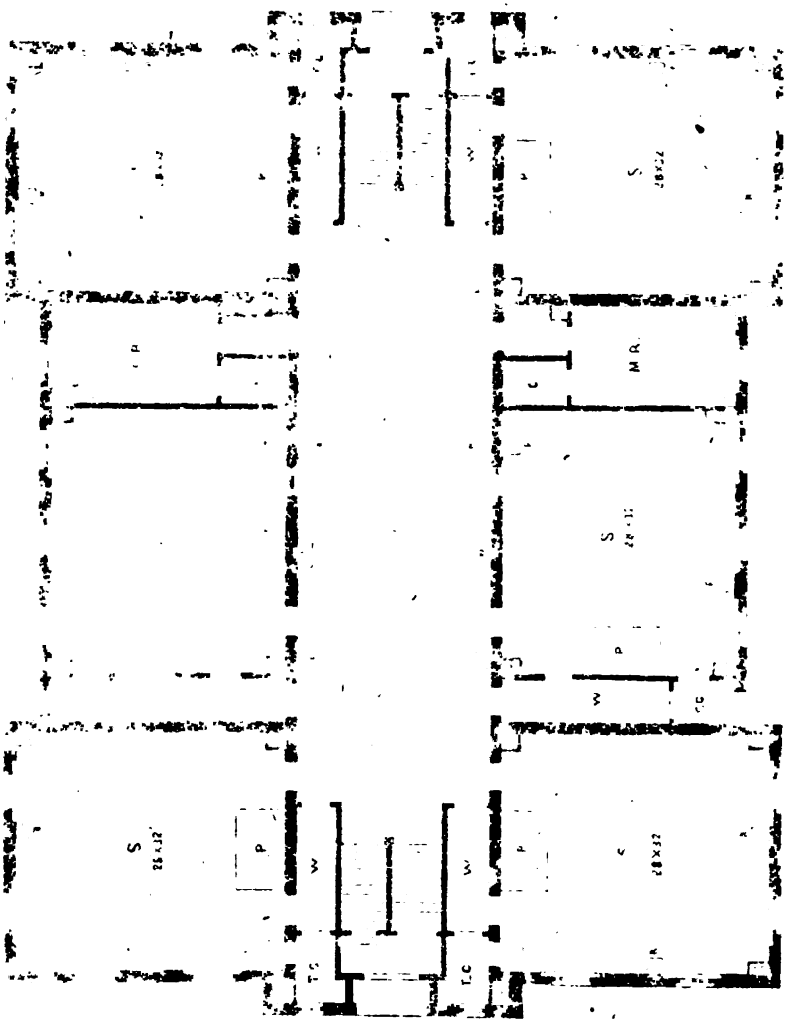

[illegible] AND SECOND STORIES

[illegible] Bedroom

Wardrobe

[illegible] Teachers Room

[illegible] Office Room

[illegible]

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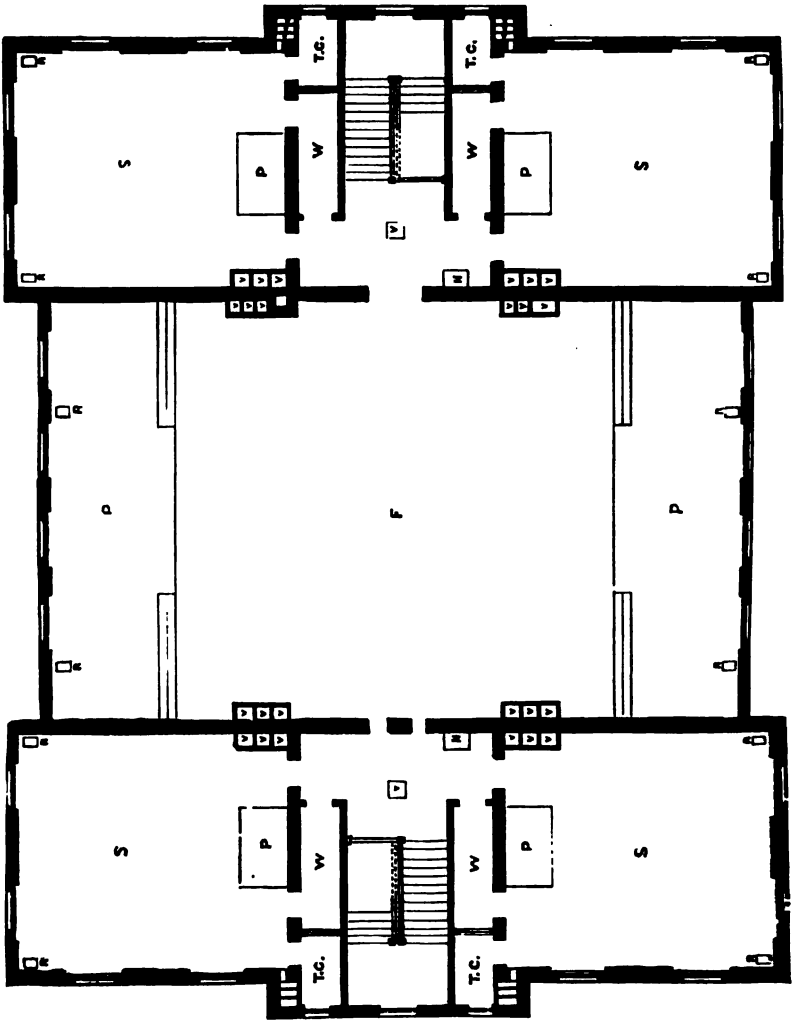

THIRD STORY.

F. Hall.
P. Platform.
S. School-room.
W. Wardrobe.
T. C. Teachers' Room.

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SHERWIN [illegible]

[illegible]

This school house, [illegible] lot between Windsor and S[illegible] with a frontage [illegible] seventy-eight feet, and a [illegible] eighty feet. Externally, [illegible] in treatment, [illegible] wings. The walls are [illegible] wings upon fronts and [illegible] in a gable roof. The [illegible] and contains [illegible] twenty-eight by thirty-two feet, [illegible] half in the third story, fifty [illegible] feet. The basement is [illegible] second [illegible] thirteen feet [illegible] seventeen feet. The body [illegible] the projections, is [illegible] eleven feet. [illegible] half [illegible] the building, from front to [illegible] feet in width, [illegible] and play [illegible] An experiment is being [illegible] school house with earth closets [illegible] sively and successfully used in [illegible] it is likely to be adopted in [illegible] in which good drainage is impossible.

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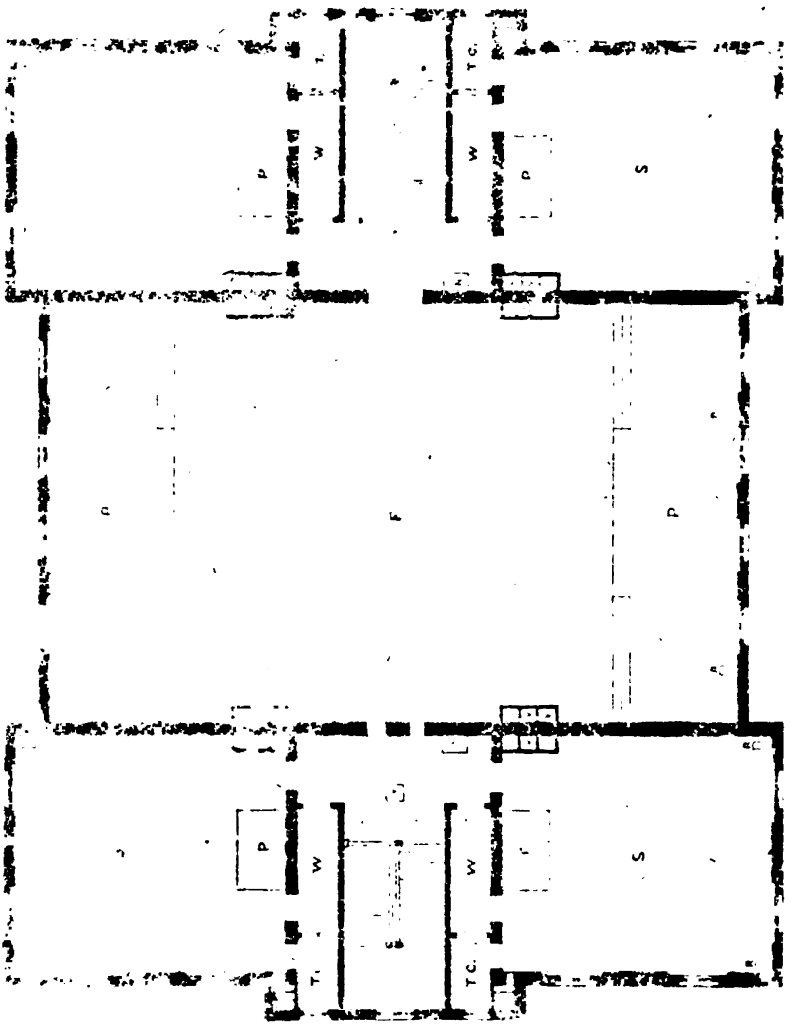

THIRD STORY.

E. Hall.

P. Platform.

S. Schoolroom.

W. Wardrobe.

T. C. Teachers' Room.

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SHERWIN GRAMMAR SCHOOL-HOUSE.

DESCRIPTION.

This school-house, built in 1869-70, is located upon a lot between Windsor and Sterling streets, in Ward 14, with a frontage upon each street of one hundred and seventy-eight feet, and a depth of one hundred and eighty feet. Externally, the building is quite plain and simple in treatment, built of brick, with granite trimmings. The walls are relieved by slightly projecting wings upon fronts and sides, each of which finishes in a gable roof. The building is three stories in height, and contains sixteen school-rooms, each twenty-eight by thirty-two feet, and an exhibition hall in the third story, fifty by eighty-two and a half feet. The basement is ten feet high, the first and second stories thirteen feet each, and the third story seventeen feet. The body of the house, including the projections, is ninety-three by one hundred and eleven feet. The main hall runs longitudinally through the building, from front to front, twenty-four feet in width, and communicates with a broad staircase at each end. The basement is devoted to fuel-rooms and play-rooms. An experiment is being made in this school-house with earth closets, the system so extensively and successfully used in England; if satisfactory, it is likely to be adopted in all school-houses in which good drainage is impossible. The exhibi-

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tion hall, which is one of the largest in the city, is an elegant, imposing room, symmetrical, well lighted and ventilated. In all particulars, this school-house is a well-built, commodious and creditable building throughout. The architects were Emerson & Fehmer; the mason, Wm. Sayward; the carpenters, Chamberlain & Marston. The furniture was furnished by Joseph L. Ross and John C. Hubbard. Cost of land, $22,428; building, $103,906.53; furniture, $6,999.57. Total $133,334.10.

DEDICATION.

The Sherwin Grammar School-house, on Windsor street, was dedicated on the 24th of February, 1871.

The exercises were held in the large hall, and took place in the presence of a gathering of friends of the school, completely filling the apartment. The platform at one end of the hall was occupied by the gentlemen taking part in the exercises, members of the City Council and School Committee, and invited guests; and that at the opposite end was filled by about two hundred boys and girls, selected from the schools of the city to furnish vocal music for the occasion, under the direction of Professor J. B. Sharland. The platforms, the desk, the piano-forte and the reporters' table were graced by handsome bouquets and growing plants.

The ceremonies of dedication were commenced with the reading of selections of Scripture by the Rev. R. C. Waterston, D. D., of this city, followed by the chant, "Father of Mercies," by the children. Prayer was then offered by Rev. A. J. Patterson, of

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the Universalist Church, after which the children sang "O Vales with Sunlight Smiling." The formalities of delivering the keys consisted of the delivery of the keys by Mr. Sayward, of the Building Committee, acting in the place of Alderman Jenkins, chairman, to the Mayor, accompanying them with a few words of congratulation upon the completion of the edifice.

Mayor Gaston said he accepted with much satisfaction the keys of the beautiful edifice as another of the contributions of the city to the cause of education. It had always been liberal and generous in the cause of popular education. He took especial pleasure in committing the keys into the hands of the Chairman of the District Committee, for he had confidence they would cause it to subserve its true interests. He was confident that here learning, the handmaid of religion, would dispense her blessings alike to the rich and the poor; here they would travel side by side in the paths of knowledge. There could be no more sacred trust than the one implied in the delivery of the keys. He trusted the place would always be surrounded with the influences of true learning. He then delivered the keys to Dr. Ira Allen, Chairman of the District Committee.

Dr. Allen said, after expressing his thanks to the City Government for the liberal appropriation for the completion and construction of the magnificent building, that he knew of no section of the city which would promise so great a return for the appropriation. In the year 1860 the valuation of the property between Shawmut avenue and Tremont street, bounded on the north by Hammond Park and

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south by Ruggles street, was $386,600. May 1, 1870, the valuation of the same was $1,257,300; since the 1st of May last one hundred and twenty-nine brick houses have been built and are in process of erection, valued at $516,000, making the present value $1,773,-300. The whole of this amount was on an area of about 1,500 feet square, in the centre of which this building now stood. This rapid growth in value and increase of population warranted the assertion that this building would soon be filled. He said that twenty-two years ago the whole city of Roxbury, except that portion set off as West Roxbury, was comprised in one district for boys and one for girls. The only Grammar school buildings then in use were the Washington and Dudley Schools. Since that time the Dearborn School had been erected in 1852, the Comins in 1854, the Lewis in 1868. All of this progress had been made almost under the eye of the Mayor, who most of the time held the highest gifts in the choice of its people, and he concluded by asking his aid for the erection of a suitable edifice for the Washington and Dudley schools, which were the parent Grammar schools of the Southern District of Boston. He then delivered the keys to the Master, S. C. Stone, Esq., with the assurance that with his long experience as a successful teacher no child who entered the house for educational purposes would have reason to go away dissatisfied, or that any parent could have any cause to complain.

Mr. Stone replied that he would accept the trust. He hoped that, under the skilful direction of the committee, the Sherwin School would become worthy

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of its name. To the parents and friends of the pupils he then spoke a few words. Their mutual relations should draw them together, and they should be agreed, for the welfare of the children was the one thing dearer to them both than all the rest of the world beside. He hoped that at least no child would be the worse for coming to his school, and closed by saying, "but deeds, not words, is what you ask of me."

Other addresses, interspersed with music, were made by Rev. B. C. Waterston, John D. Philbrick, Superintendent of Schools; Joseph White, Secretary of the State Board of Education; Hon. George H. Monroe, Chairman of the Lewis District; E. B. Hale, Superintendent of Schools at Cambridge; General Thomas F. Sherwin; George R. Marble, H. H. Lincoln, W. L. P. Boardman, and George B. Hyde, masters of the Chapman, Lyman, Lewis and Everett schools, respectively; and John Kneeland, of the School Committee. The addresses were all appropriate to the occasion, and most of the speakers referred in fitting and in eulogistic terms to the late Thomas Sherwin, for many years head master of the English High School, in whose honor the School has been named.

To Dr. Ira Allen, Chairma of the Committee of the Sherwin District, great credit is due for his efficient and devoted labors in connection with the establishment and organization of this school, and the erection of the noble building which it occupies. The exercises were concluded by the singing of the Doxology and the benediction pronounced by the Rev. S. F. Upham.

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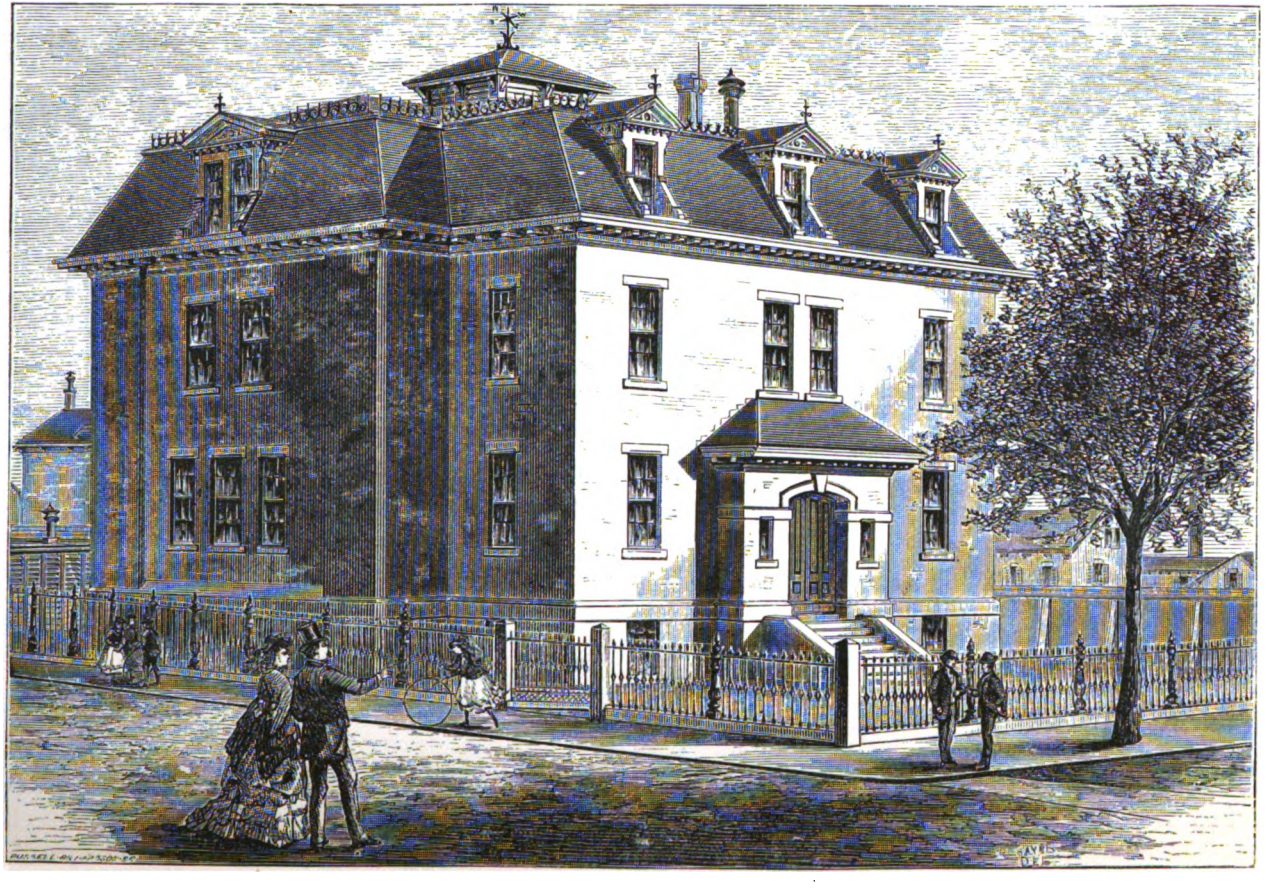

THE CAPEN PRIMARY SCHOOL-HOUSE.

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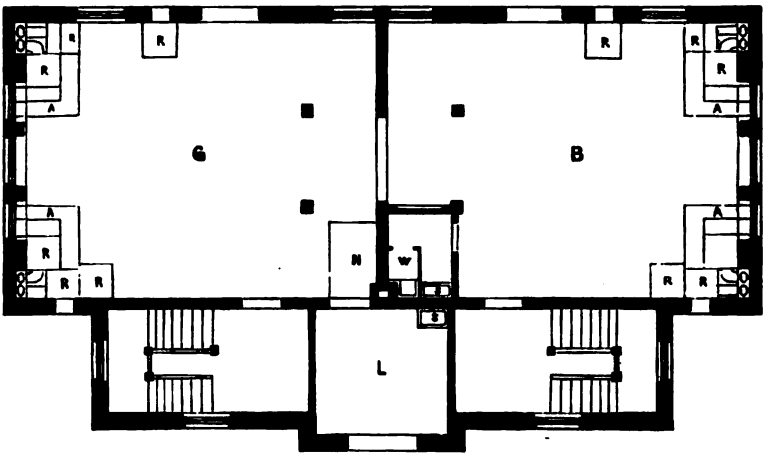

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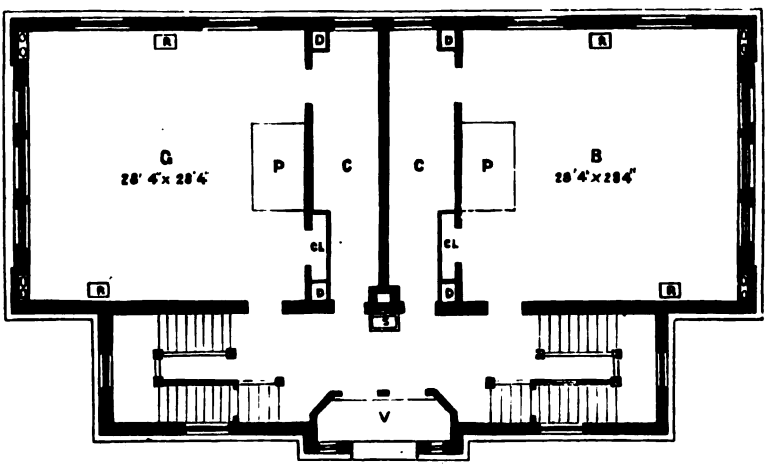

FIRST STORY.

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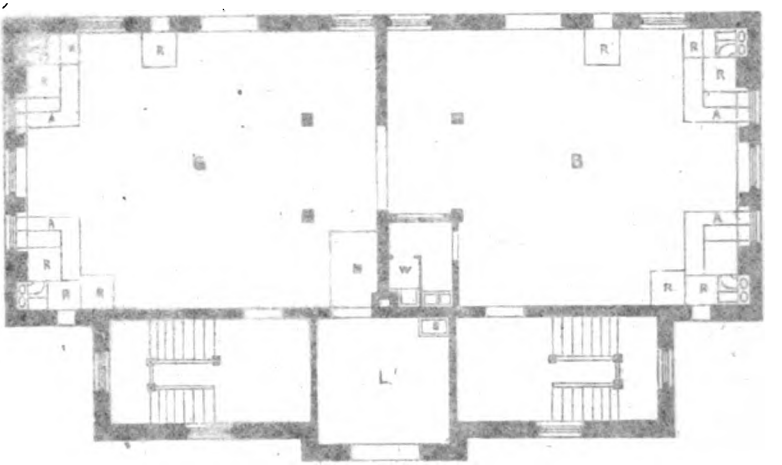

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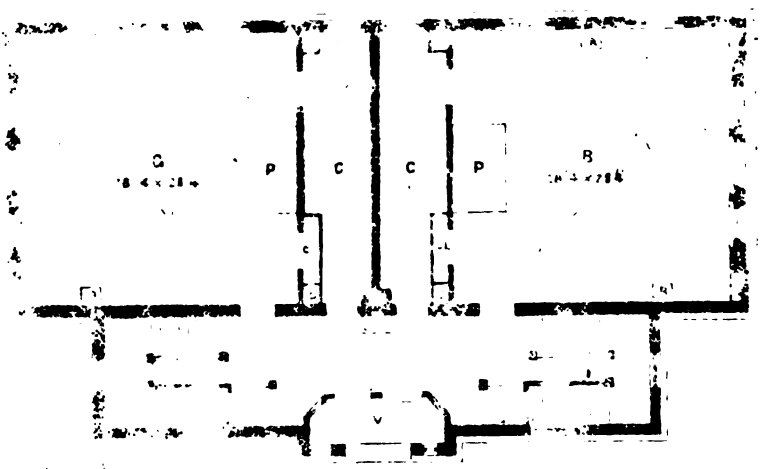

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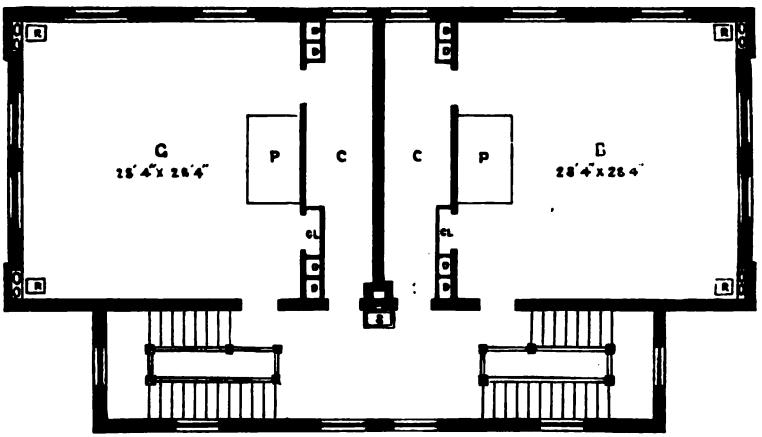

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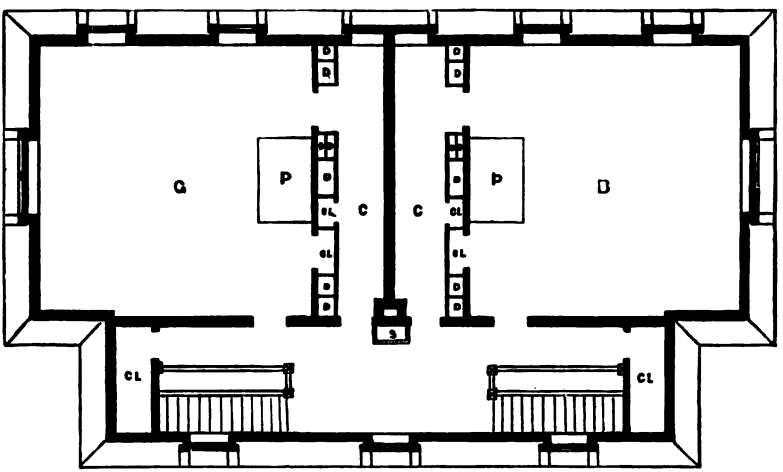

THIRD STORY.

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[illegible] PRIMARY [illegible]

[illegible] Primary [illegible]
[illegible] of Sixth and [illegible] streets,
[illegible] school-house, the
[illegible] being [illegible] of [illegible]
[illegible] The [illegible] of [illegible]
[illegible] twenty-eight feet [illegible]
[illegible] for [illegible]
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[illegible] been provided.
[illegible] rooms for boys [illegible], to be
[illegible] weather; also the [illegible]
[illegible] plan of the architects [illegible]
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[illegible] on Public [illegible]
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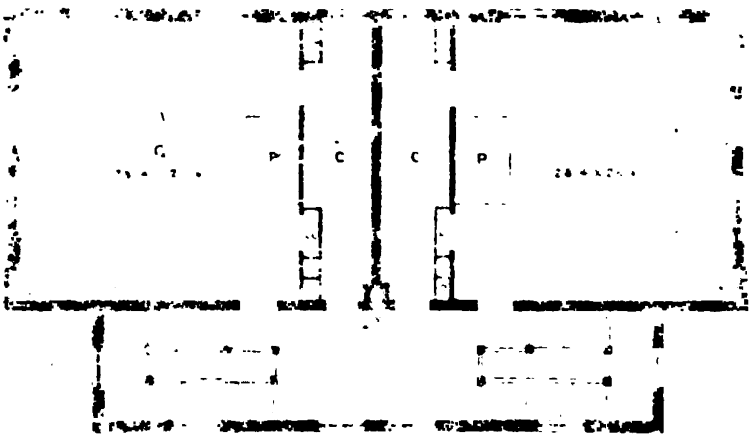

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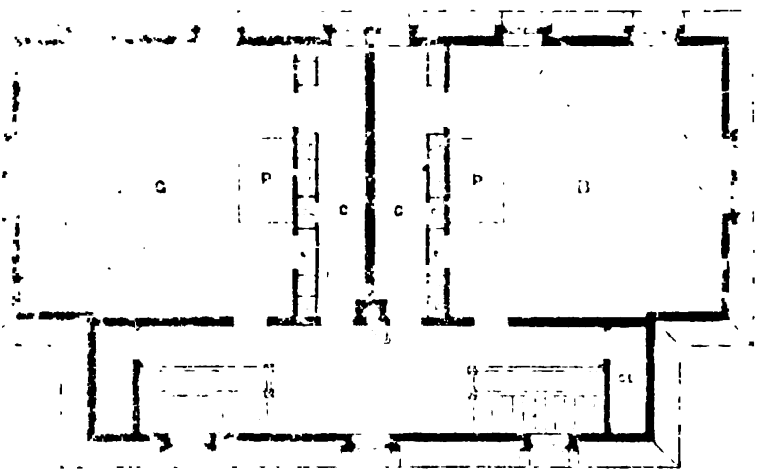

THIRD STORY

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CAPEN PRIMARY SCHOOL-HOUSE.

This Primary School-house is located on the corner of Sixth and I streets, in South Boston. It is a six-room school-house, three stories high, the third story being in the roof and lighted by dormer windows. The plan of each floor gives two school-rooms twenty-eight feet square, one for boys, the other for girls, and two clothes rooms, seven feet by twenty-eight feet, and two separate staircases. This house, it may be remarked, is the first of the Primary School-houses of this size in which two separate staircases have been provided. In the basement are two large play-rooms for boys and girls, to be used in stormy weather; also the steam-heating apparatus. The plan of the architects provided for two ventilating ducts from each room, opening in the ordinary manner into the central ventilator on the roof. The Committee on Public Buildings, however, considered this provision unnecessary, and the house was built with only one duct from each room, as usual. The exterior of the house is built of brick, with window caps and sills of granite, and is perhaps the plainest which the city has built for many years.

The architects were Cummings & Sears. Contractors for the masonry, Weston & Shepard; for the carpentry, W. & J. Rawson; for the furniture, Joseph L. Ross. Cost of land, $6,145.31; building, $34,716.35; furniture, $2,075.40. Total, $42,937.06.

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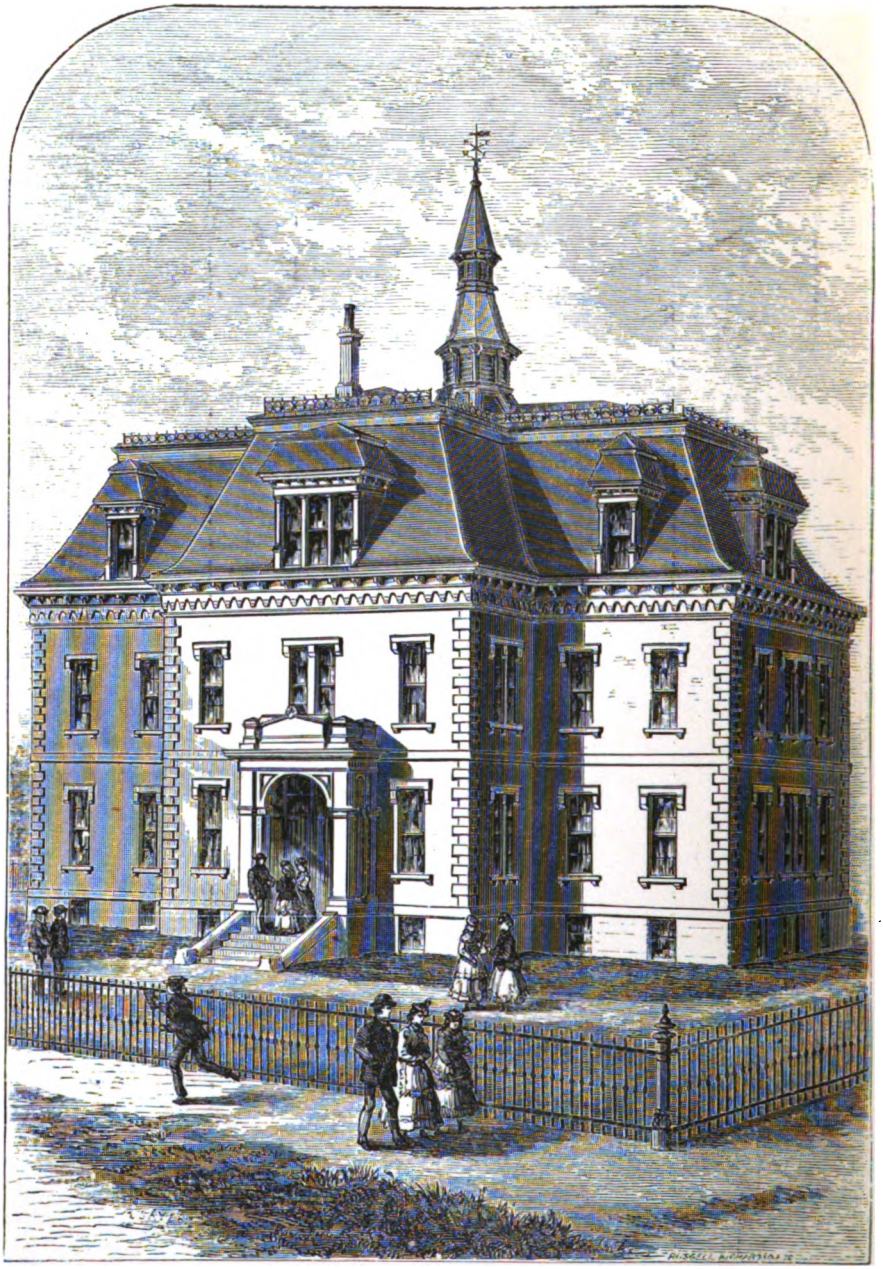

HIGH SCHOOL-HOUSE, DORCHESTER.

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HIGH SCHOOL-HOUSE, DORCHESTER.

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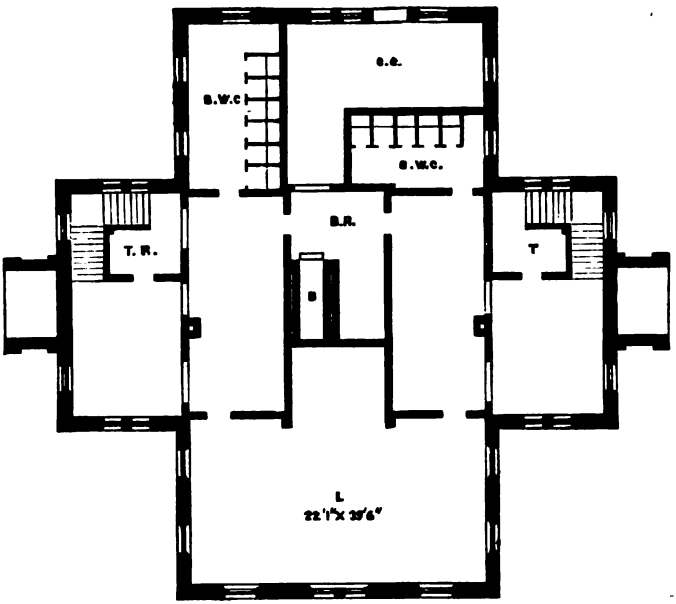

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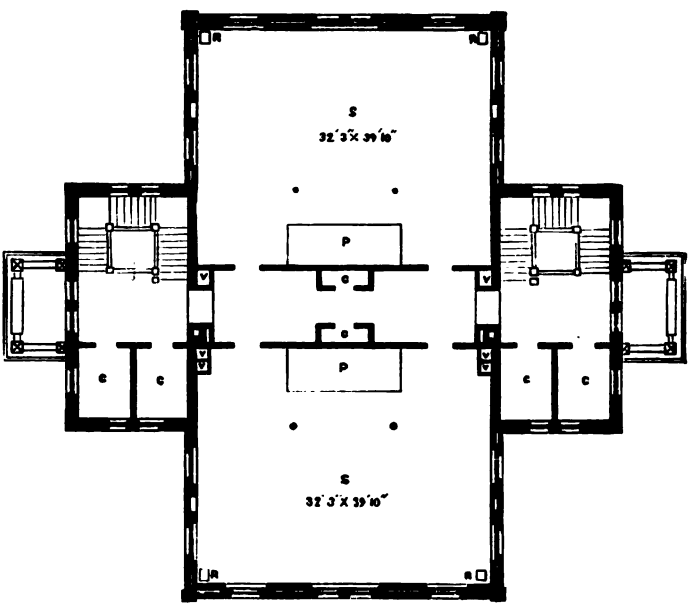

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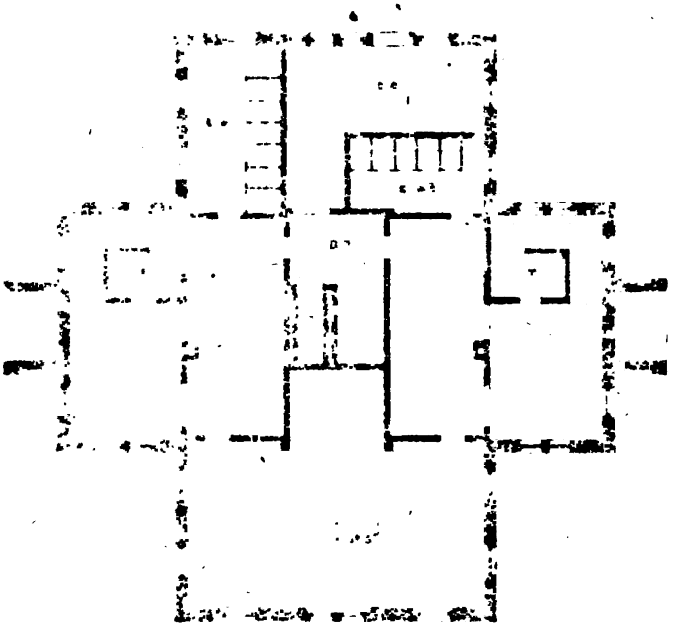

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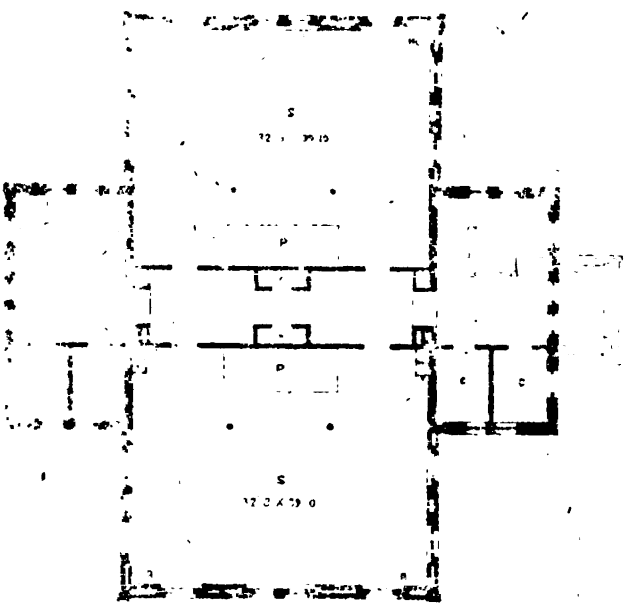

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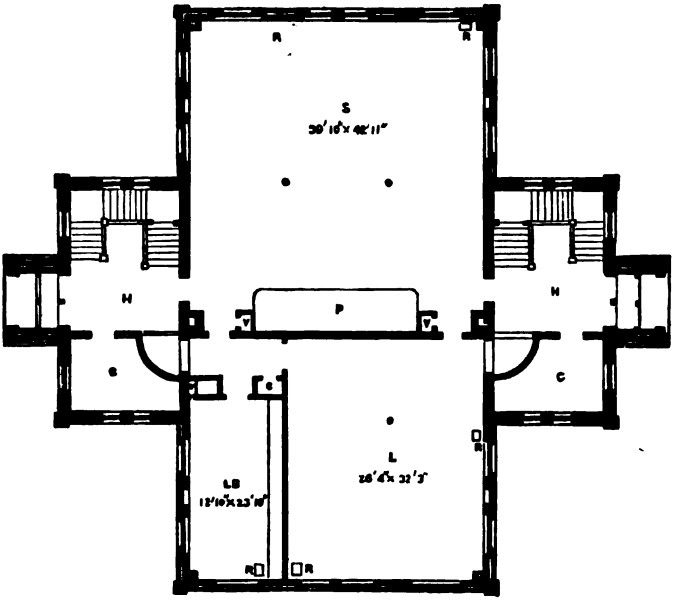

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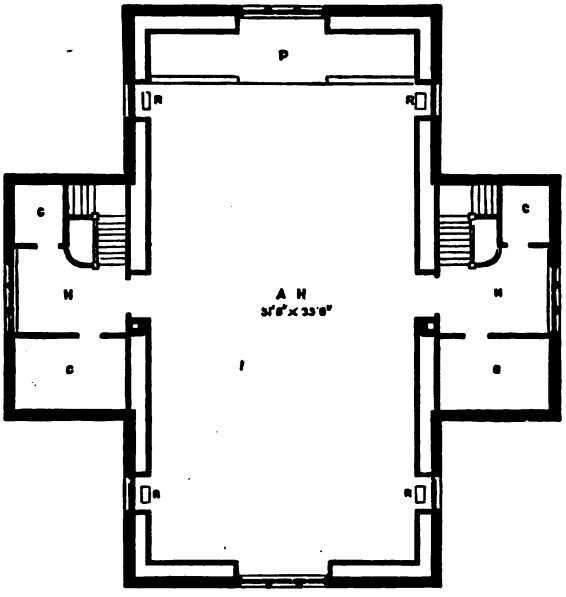

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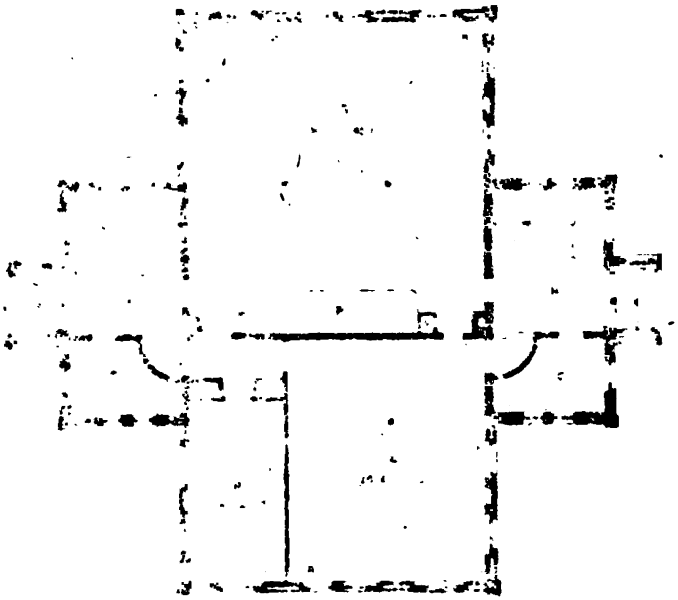

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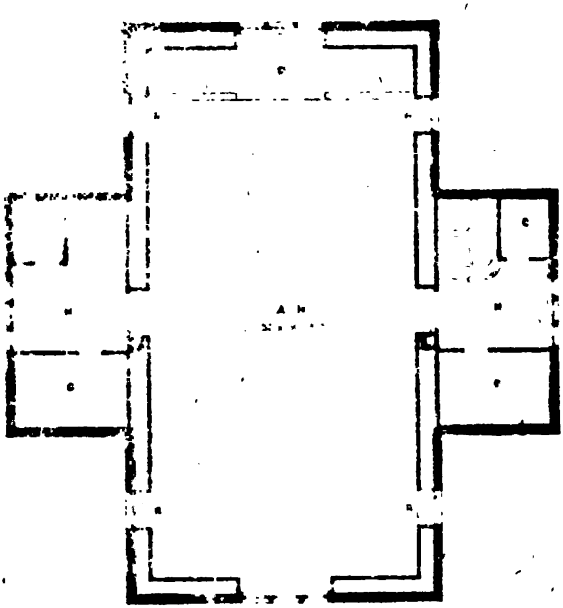

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HIGH SCHOOL-HOUSE, DORCHESTER.

DESCRIPTION.

This beautiful structure had been commenced and was well advanced in its construction when Dorchester became a part of the city, January, 1870, after which time the finishing and furnishing were carried out under the direction of the Committee on Public Buildings. The site of the building is at the corner of Dorchester avenue and Centre street. The structure is two stories high, exclusive of basement and attic. The walls of the superstructure are of brick, faced externally with pressed bricks. The trimmings of the doors and windows, and also the angle quoins, are of Nova Scotia freestone. The basement is, externally, about five feet high above the ground, and is of granite. The walls are finished with a handsome cornice, composed partly of stone, and partly of wood and bricks, with copper gutters. Above the main cornice is a high Mansard roof, which is surmounted by an ornamental ventilating turret, about thirty feet high. The main building is eighty feet by forty-three feet. Projecting from the middle of each of the two longer sides is a wing, sixteen feet by thirty-four feet, and in front of each wing is a brick and stone porch, or vestibule, about seven feet by twelve feet. The wings are occupied by the staircases and cloak-rooms. In the basement

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is a chemical lecture-room and laboratory, a room for the steam-heating apparatus, coal-room, and a room on each side of the building for dry-earth closets. On the first floor is a large class-room, a lecture room and library. In the second story are three class-rooms. The whole of the attic story of the main building is devoted to an assembly hall. The basement is finished ten feet high; the first and second stories each fourteen feet high, and the assembly hall sixteen feet high. The interior is finished throughout with ash. The furniture is of oak. All of the modern improvements have been supplied, and the whole interior is as convenient and pleasing as any structure of the kind in the Commonwealth. The building will accommodate about two hundred pupils. The final working plans were prepared by Geo. Ropes, architect; Wm. Sayward was the contractor for the mason work, and Edward McKechnie for the carpenter work. Cost of the land and building, $92,580.51.

DEDICATION.

Although the school took possession of the building at the beginning of the school year, in September, 1870, the formal dedication was postponed until the thirty-first of the following December, as a compliment to the chairman of the committee of the school, Wm. T. Adams, Esq., who had been travelling in Europe, and who returned just in time to attend the ceremonies of the occasion before the close of the municipal year.

A large number of citizens of Ward Sixteen, past graduates of the school, and others interested,

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including many ladies, were present in the spacious upper hall at the hour appointed for the commencement of the services, half-past nine o'clock. On the platform were many gentlemen prominently known in educational circles, including the two past masters of the school, Messrs. William J. Rolfe and Jonathan Kimball. The City Government and School Committee were also represented. The pupils of the school occupied the central seats, and the exercises were commenced by them in singing the hymn, "When driven by oppressor's rod," the music being under the direction of Mr. Julius Eichberg. Selections of the Scripture were read by Rev. James H. Means; after which the keys of the building were formally delivered to His Honor Mayor Shurtleff by Alderman Jenkins, Chairman of the Building Committee.

REMARKS OF ALDERMAN JENKINS.

Mr. Mayor: — As Chairman of the Committee on Public Buildings, it is my duty as well as pleasure to surrender to you the keys of this structure, it having been commenced by the town of Dorchester and completed by the city of Boston. I have no doubt, sir, they had counted the cost and would have finished the edifice, but preferred to be united with Boston, and I may say the desire for the union was mutual.

But, sir, it does not become me to occupy one moment of your time on this the last day of the year and of your present administration as Mayor of our city.

And now, Mr. Mayor, you will allow me to thank you, in behalf of the Committee and Superintendent on Public Buildings, for the cordial support and interest you have ever manifested in the erection and completion of all public buildings, and especially in those that were to be devoted to educational purposes.

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In accepting the keys, His Honor the Mayor responded as follows: —

REPLY OF MAYOR SHURTLEFF.

Mr. Chairman of the Committee on Public Buildings: — I receive from you the keys of this new building, with the satisfaction of knowing that the duty which has been entrusted to the Committee on Public Buildings has been most carefully and thoroughly attended to, and that the edifice which to-day is to be dedicated to the best of all purposes — the instruction of youth in sound elementary learning — has been most skilfully planned and built. In my judgment, founded on a very thorough examination of the premises, this new school-house erected for the Dorchester High School — and I understand that the local designation will be continued in pleasant memory of past associations — is perfect in all its parts and appointments, and contains in an unusual degree all the conveniences which a school of the highest standing should have. In behalf of the city authorities of Boston I thank you for the excellent manner in which you have carried out the wishes of the School Committee and the liberal views and endeavors of the government. I assure you that this building, the first erected in the Sixteenth Ward since the happy annexation of Boston and Dorchester, is satisfactory, and the accomplishment of the undertaking will serve as a memorial of the first year of the union of the two ancient municipalities.

Mr. Chairman of the Committee on the Dorchester High School: — It now becomes my pleasant duty to place in your hands the keys of this new school-house, hereby transferring to your care this commodious building, constructed for the school under the immediate superintendence of you and your associates of the committee. In so doing there will be no necessity of urging you to watchfulness, nor of reciting to you the duties of good committee men, for you have been the long-tried and faithful servants of your old townsmen, and have proved yourselves, in your present relations to the city, fully competent to the charge entrusted to you.

Two hundred and forty years ago it was ordained by the Colonial Legislature, that Trimountaine should be called Boston, and Mat-

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tapan Dorchester; and a year ago the General Court of the Commonwealth, with the consent of the legal voters of the two municipalities, joined their fortunes together under one charter. I trust this union will prove for the good of both. Surely the people of the Sixteenth Ward must be willing to acknowledge that, in all that appertains to the education of their children, they have lost nothing, and have gained something. I well remember, sir, that the first official duty I had to perform after the vote of annexation was declared, was to be present at the dedication of a grammar-school building in that part of the old town of Dorchester that bore the ancient name of Mattapan. I have said official duty; perhaps I should have said semi-official, for I came then, before annexation was fully accomplished, as a spy, to see the lay of the land, and discover, as far as I could, what Boston was to gain by the union. I always have had an interest in schools, and I very much desired to see what Dorchester proposed to give Boston in this way; and I assure you I was much pleased with the result obtained at the Tileston School-house, and returned home fully satisfied with the result of my visit. It has been among my chief felicities that I was called upon to perform the magisterial duties of the city at a time when Boston territory and population was to be so largely increased by the annexation of Roxbury and Dorchester. I felt happy that, if annexation must take place, I could help smooth the way for a pleasant union, and quietly bring the parts together without any apparent friction, especially in matters that related to the schools. I knew that different plans and systems prevailed in the various sections of the new acquisition; and I also knew how hard it would be to change these, and bring all things under one and the same unity of design and practice. No sudden nor disorganizing changes could, or should, be made; a little watching and a little contrivance, with a little coaxing, I knew would work wonders. And so they have; for such has been the plan pursued; and I have very little doubt but that the time will soon arrive when all the schools will be under the same good and efficient system, and also that all will flourish and increase in usefulness and in a well-merited popularity. Receive, sir, the keys of the Dorchester High School-house, and with them my best wishes for your future prosperity. Guard well these new portals

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of learning. Allow nothing to cross their thresholds hurtful, or that can in any way injure the good influences that will exist within this new sanctuary of learning. Let the school increase in its usefulness, with the new facilities it has in its new house; and may the smiles of a benignant Providence ever beam upon all connected with the institution of learning, which will have an agreeable, comfortable, and commodious home here within the halls this day dedicated to the cause of youthful education.

REMARKS OF WM. T. ADAMS.

Mr. Adams, Chairman of the High School Committee, in receiving the keys, accepted them as the emblem of the trust which had now passed from His Honor as the head of the City Government to those having more immediately the charge and supervision of the school. He then reverted to the circumstances which had led to his own absence from the country during the past season. Though separated by distance and occupied by the scenes of European travel, he had not forgotten his responsibility in regard to the proper completion and dedication of the school, and had taken opportunity while in Warsaw to send his contribution (a dedicatory hymn, which was printed on the programme). With this he had expected his share in the ceremonies of the occasion would end.

But his associates on the committee had thought best to postpone until his return the occasion which had now been entered upon. He expressed his satisfaction that it had not been postponed beyond the term at which his Honor the present Mayor yet remained in office. The delay had required him to ask the pupils to devote one of their vacation days to assist in the ceremonies, and he desired to thank them and the Superintendent of Music for being present. It had once been asked of him if he could not write a school dedication hymn without an allusion to the Pilgrim Fathers. He candidly admitted that he could not, and in this connection he pronounced an eulogium upon the early settlers of the country for their care and forethought in respect to public schools. He closed by expressing the entire satisfaction of the committee in the manner in which the Building Committee and the contractors had carried though the work of construction. He then, in a few appropriate words passed the keys to the master of the High School.

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RESPONSE OF ELBRIDGE SMITH.

Mr. Elbridge Smith, principal of the School, accepted officially the keys thus tendered, and followed in an interesting and able address upon the improvements in the system of High School instruction introduced within recent years. Schools of the grade of this High School, he said, were not yet thirty years old in this country. He contrasted them with the English schools of the higher grade, and drew a favorable comparison for our own. He said the latter were purely of an American type, and were the natural and necessary corollary of American institutions. In the course of his remarks he referred to the fact that Dorchester claimed, without dispute so far as he knew, to have established the first free public school in the world.

At the close of these remarks, prayer was offered by Rev. Mr. Barrows, in the absence of Rev. Nathaniel Hall, whose name appeared on the programme, but who was detained by illness. The remaining exercises consisted of the singing of hymns, written for the occasion, and addresses by Rev. James H. Means, the former principals, Messrs. Rolfe and Kimball, John D. Philbrick, Superintendent of Public Schools, and others, closing with a benediction.

DEDICATORY HYMN.

WRITTEN FOR THE OCCASION BY WM. T. ADAMS.

Hail, happy land, where Wisdom's rule,
Inspired in church, and nursed in school,
    Thy children all obey!
No despot's will thy might controls,
Or greed of power the war-cloud rolls
    Upon thy peaceful way.

Hail, happy land, whose children trained
In Learning's halls, the art have gained,
    Themselves unbound, to rule;

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Let other lands of titled host,
Of lofty fane and palace boast:
Thy glory is the school.

Hail, happy land, we give to thee
Another fane to keep thee free,
In Wisdom's hallowed name.
Within its walls may Learning speed,
And sow in faith for thee the seed
Of a more glorious fame!

Hail, happy land! while others feel
The battle shock and crash of steel,
May God give peace to thee!
And smile upon the work we've done —
The glorious work our sires begun —
To keep thee ever free!

WARSAW, RUSSIA, Sept. 3, 1870.

DEDICATORY ODE.

WRITTEN FOR THE OCCASION.

No more the groves of Academe
By Wisdom's streams are fed;
The City of the Violet Crown
Long mourns her goddess fled.

But here to-day a fane we raise
Along whose sacred way
Her youthful vot'ries glad shall come,
As in the ancient day.

Not bearing, as to Athena's shrine,
Rich gems and broidered veil,
While by the torches' ruddy glare
The midnight stars grew pale.

Within these walls no altars rise,
All decked with gems of price;
We bring nor gold nor sculptures rare,
Nor costly sacrifice.

But better far than gems and gold,
Better than sacred wine,
May incense rise to Thee, O God,
From each young heart's pure shrine.

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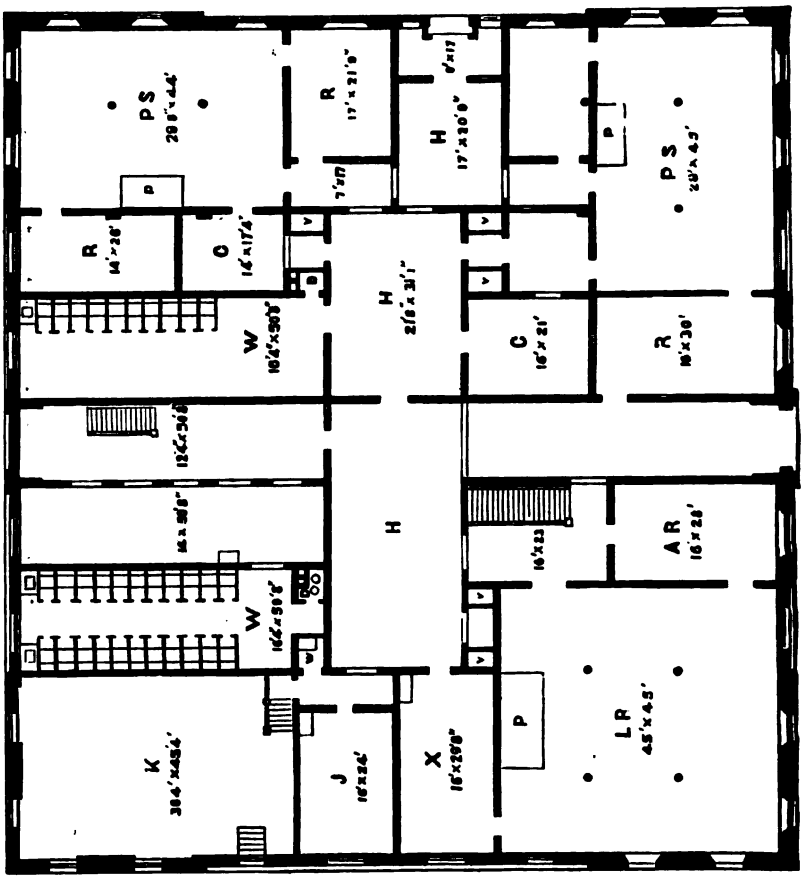

BASEMENT.

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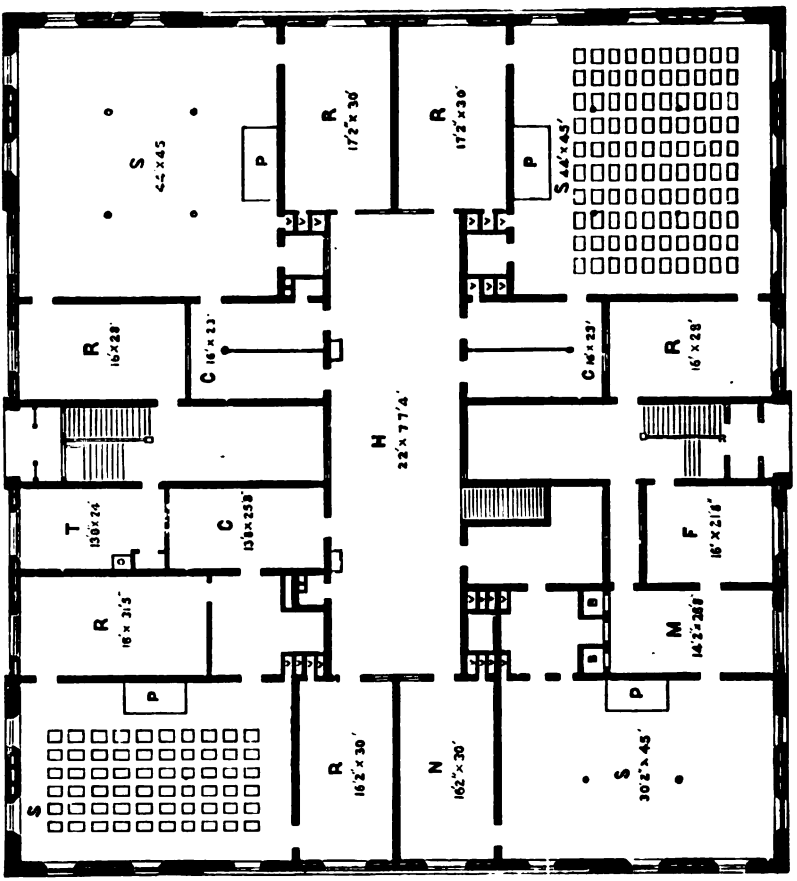

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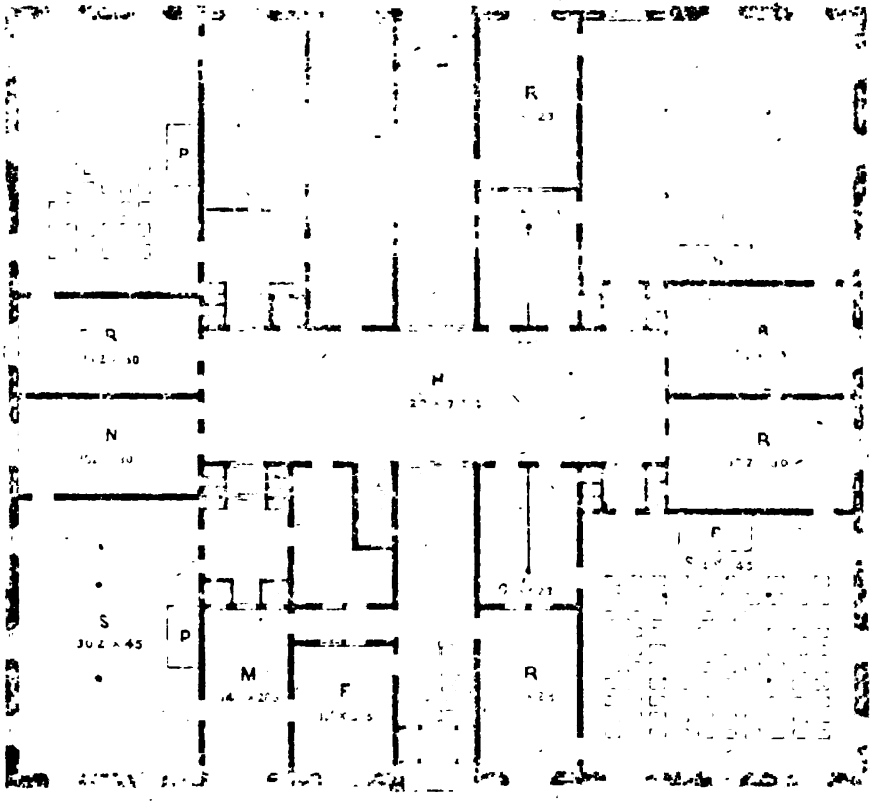

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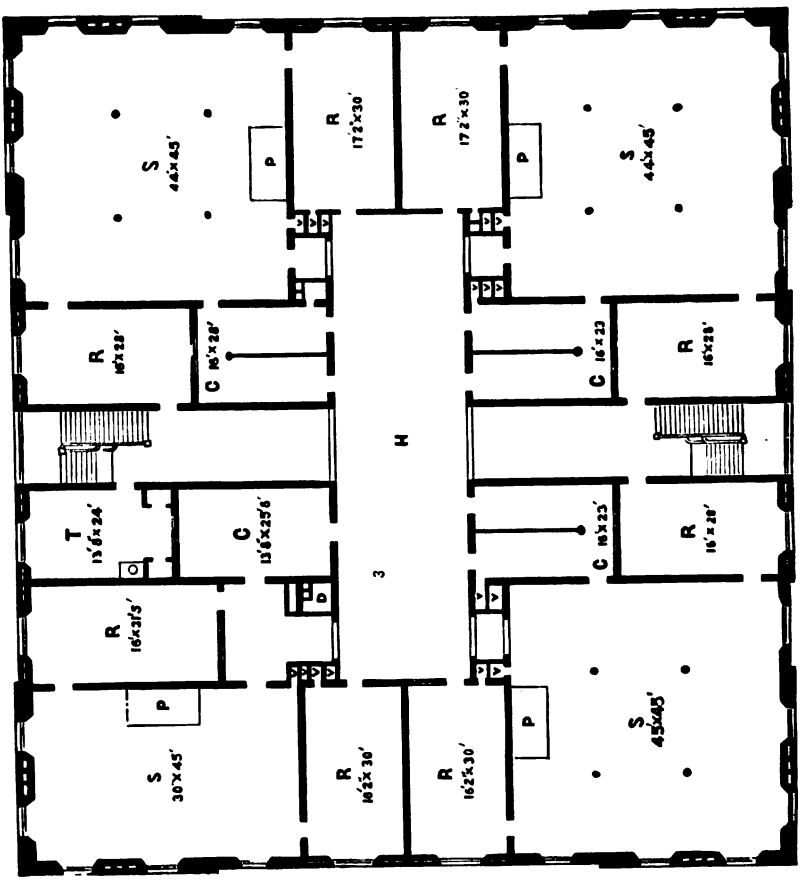

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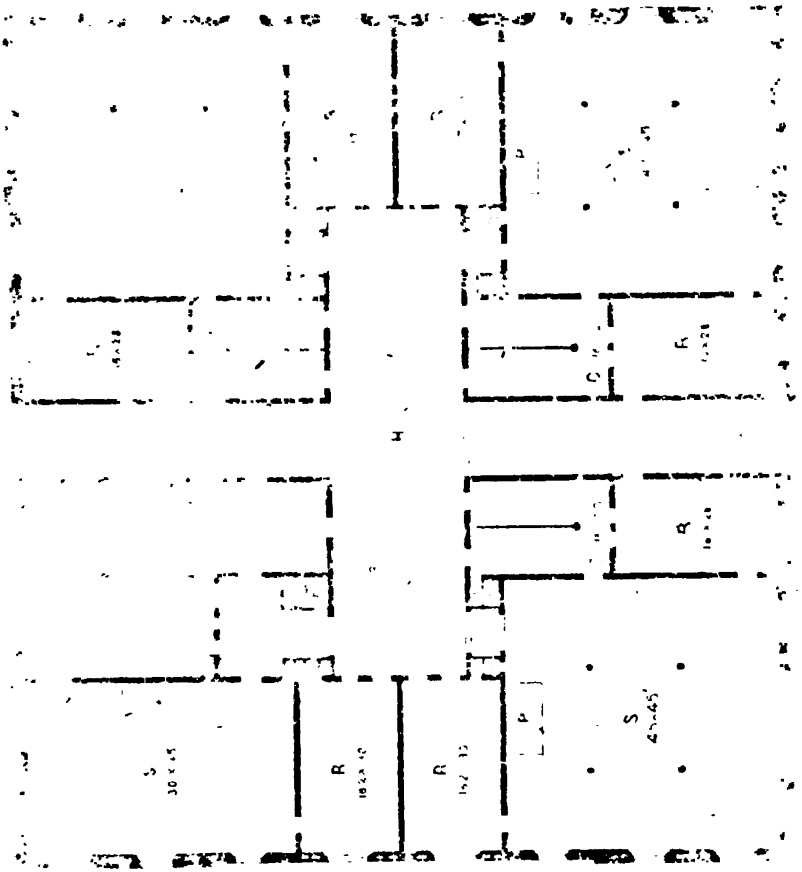

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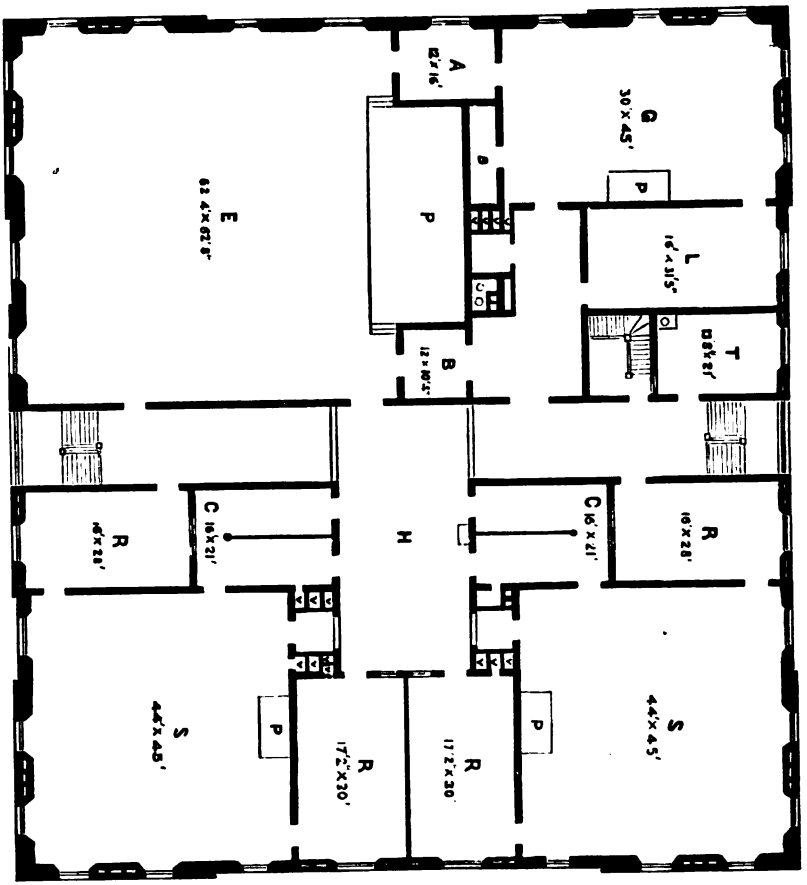

THIRD STORY.

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GIRLS' HIGH AND NORMAL SCHOOL-HOUSE.

DESCRIPTION.

This splendid structure, the erection of which was commenced in the spring of 1869, on the site especially purchased for it, fronting on both Newton and Pembroke streets, between Tremont street and Shawmut avenue, from plans and specifications drawn by George Ropes, architect, was finally completed in October, 1870, and is believed to be the largest, most substantial and costly school edifice in the United States.

The work was pushed vigorously during the year 1869, and the external and partition walls of a large part of the building had been built up to their full height, when the great gale of September of that year swept down a large portion of both walls and floors, causing damage to the building to the amount of about twenty thousand dollars, which the City Council promptly voted to make good at the expense of the city. This accident caused a considerable delay in the progress of the work; but before the end of the year damages had been repaired, and the whole building roofed in.

The work of finishing the interior was continued through the winter of 1870, and the whole building — with the exception of the large hall in the upper story — was finished ready for occupancy about the

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first of October following. The large hall above alluded to is embellished with a choice collection of casts, the gifts of various ladies and gentlemen, under the auspices of the Social Science Association. These works were brought from various countries, and their non-arrival caused a delay in the finishing and dedication of the building, until the 19th of April, 1871, when it was formally dedicated. The building had been occupied by the school, however, since the October preceding. In May, 1870, an addition to the site was made by the purchase of land adjoining the original purchase.

The site on which the building is erected is bounded on its south-westerly side by Newton street, on its north-westerly side by the Church of the Unity estate, on its north-easterly side by Pembroke street, and on its south-easterly side by the at present vacant lots lying between Newton and Pembroke streets; and has a frontage on each of the above-named streets of two hundred feet, with a depth between of about one hundred and fifty-four feet. The building has a street frontage of one hundred and forty-four feet, and a depth of one hundred and thirty-one feet. The unoccupied space around the building is graded and paved with bricks, at a level of about three feet six inches below the sidewalks; the object of which was to utilize the space in the basement story, and have the basement floor above the ground line at the base of the building. The larger portion of the site, unoccupied by the building, is on the south-easterly side, and includes the additional purchase of twenty-feet frontage on the streets above named, and fifteen

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feet in width of the original site; the whole extending from street to street, and forming a yard forty feet wide by one hundred and fifty-four feet long, for the Model School department located in the basement story. The basement floor is about sixteen inches above the yard level, and about two feet below the sidewalks of the streets. At the westerly, southerly and easterly corners of the lot are steps leading from the sidewalks down to the yard; at the northerly corner is an inclined plane for a cart-way, leading down on the north-westerly side of the building to the outer door of the boiler-room, which is in the northerly corner of the basement. The other entrances to the basement are in the middle of the south-easterly and south-westerly sides, the latter being under the steps leading up to the entrance to the first story, on the Newton-street side. The outlines of building are broken at the corners by projections eight inches by thirty-two feet on each side or elevation, and a projection fifteen inches by fifty feet in the middle of the Newton-street front. The front line of the last-named projection is fifteen feet back from the line of the street. The front line on Pembroke street is about eight feet back from the street line. There are two entrances above the basement, one in the centre of each street front, and approached by flights of stone steps fourteen feet broad, which lead up to a vestibule on the Newton-street side, two feet four inches below the first floor, and on the Pembroke-street side, about five feet below the floor. There are four finished stories including the basement, which is twelve feet high; the first and second stories are each fourteen

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feet high; the large hall in the third story is eighteen feet six inches high; the balance of the story is fifteen feet high. In order to understand the internal arrangement from the following description it will be well to keep in mind the direction and bearing of the external lines and boundaries as before described. A corridor twelve feet wide extends across the building from the middle of the Newton-street or south-westerly side, to the middle of the Pembroke-street or north-easterly side, at the ends of which are the entrances before described, and the staircases leading to the upper stories.

In the middle of the building is a central hall twenty-two feet wide by seventy-seven feet long, crossing the corridor at right angles; at each end of the hall are two rooms thirty feet long, which, with the hall, occupy the entire length of the building. It will be observed that the hall and corridor divide the building into four equal sections or quarters, which are subdivided as follows: At the left of the entrance on the Newton-street, or south-westerly side, is a reception room sixteen feet by twenty-two feet, which is furnished in an appropriate manner with black walnut furniture, and the walls adorned with a portrait, and a bas-relief profile in marble of the late former master, Wm. H. Seavey, and other works of art. Beyond the reception room is a passage leading from the corridor to the master's room, which is fourteen feet by twenty-seven feet, neatly furnished, and the walls lined with bookcases; this room is connected with the reception room, and with a room thirty feet by forty-five feet, for the advanced class occupy-

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ing the westerly corner of the building. The inner portion of this quarter of the building is occupied by a passage leading from the hall to the advanced class room and master's room; a staircase leading down to the basement story, a cloak room for the advanced class, master's closets, and the ventiducts for this quarter of the building. At the end of the central hall, and occupying the middle portion of the north-westerly side, are two rooms, each sixteen feet by thirty feet, one of which was designed for a library; the other is a recitation room. In the northerly corner is a class room thirty feet by forty-five feet; at the south-easterly side of the class room is a recitation room sixteen feet by thirty-two feet, between the inner end of which and the central hall is a large, brick foul-air shaft and chimney, and a passage leading to the class room, recitation room, and cloak room in this quarter of the building. At the right of the entrance on the Pembroke-street side is a dressing room fourteen feet by twenty-four feet, for female teachers, at the inner end of which, and occupying the remainder of the space in this quarter, is a cloak room fourteen feet by twenty-five feet. At the left of the Pembroke-street entrance is a recitation room sixteen feet by twenty-eight feet, in the easterly corner a class room forty-four feet by forty-five feet, adjoining which, on the southerly side, and at the end of the central hall, is another recitation room seventeen feet by thirty feet. The remainder of this quarter is occupied by a cloak room sixteen feet by twenty-one feet, occupying the space between the side of the central hall and inner end of recitation room at

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the left of entrance, and a space about seven feet by fourteen feet, lying between the class room and hall, and the cloak room and recitation room at the end of the hall. The ends of this space are occupied by the ventiducts for this quarter of the building; through the middle is a passage leading from the hall to the class room. The southerly quarter of this floor has the same amount of accommodations, and is arranged precisely like the easterly quarter last described; and further, the same arrangement is carried through the three stories above the basement in the south-easterly half of the building and the westerly quarter of the second story; that is to say, a class room, two recitation rooms and a cloak room in each quarter, as above described. The northerly quarter of the second story contains a class room thirty feet by forty-five feet, with two recitation rooms, a cloak room, teachers' dressing room, etc., as in the northerly quarter of the first story.

The westerly quarter of the third story is devoted to an assembly hall, about sixty-two feet wide by seventy-four feet six inches long.

In the northerly quarter of the third story is a room for drawing, thirty feet by forty-five feet; a cabinet for apparatus, sixteen feet by thirty-two feet; a teachers' dressing room, cloak room, etc., as in the same quarter in the stories below. In the westerly corner of the basement story is the chemical lecture room, forty-four feet by forty-five feet; around three sides of this room are tables placed about five feet away from the walls, and fitted up with all of the requisite apparatus and appliances, at which and with which

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pupils may perform experiments. On the fourth side of the room is the lecturers' platform and table; in the middle of the room are settees for seating the class. On the northerly side of and adjoining the lecture room is a laboratory, sixteen feet by thirty feet. On the easterly side of the lecture room is a cabinet for minerals, sixteen feet by thirty feet. Adjoining the inner end of the cabinet is a passage and staircase leading to the story above. In the northerly corner is the boiler room, thirty feet by forty-five feet, in which are three boilers, each three feet six inches in diameter by sixteen feet long, which supply the steam for heating the building. The room for coals occupies the space between the outside of the building and the line of the street, of the width of the boiler room, and out to the curbstone under sidewalk on the Pembroke-street side. At the southerly end of the boiler-room is a room for the janitors, sixteen feet by twenty-four feet. On the easterly side of the boiler-room are the water-closets, twenty-two in number, for the High and Normal departments, occupying a space between the side of the boiler-room and side of corridor, about thirty feet wide, and fifty feet long. The remainder of the space in the north-westerly half of the building is occupied by the central hall, and a staircase at the Pembroke-street end of the corridor.

The whole of the south-easterly half of the basement is devoted to a Model School, with accommodations for about one hundred and fifty primary and the same number of grammar school pupils. The entrance, cloak rooms, water-closets and all other accommodations for this department are separate and distinct

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from those of the other departments. The accommodations consist of a large class room in each of the two corners of the building, each thirty feet by forty-five feet; connected with each class room are two smaller rooms, each about sixteen feet by twenty-five feet. The remainder of the space is devoted to cloak rooms, water-closets, hall and passages.

This completes the description of the internal arrangement of the building. The number of pupils it will accommodate in the High and Normal departments is measured by the seating capacity of the seven large class-rooms, with one hundred desks each, and the three smaller class-rooms, with seventy-five desks each, making a total of nine hundred and twenty-five in the High and Normal departments, which with the three hundred in the Model School, makes a grand total of one thousand two hundred and twenty five pupils as the capacity of the house. The whole number of rooms in the building, exclusive of halls, passages and corridors, is sixty-six. In several of the recitation rooms it is designed to arrange cabinets for botanical, ornithological, and other collections illustrating natural history and science, and in the halls and corridors for zoölogical specimens. All of the arrangements were carefully studied and planned with reference to the greatest convenience and comfort of both pupils and teachers. All of the rooms, corridors and halls are well lighted and cheerful, and in easy communication with one another. The entire building has been constructed in a strong and substantial manner, upon a secure and well-laid foundation. The external walls of the basement are twenty-

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two inches thick, above the basement sixteen inches thick, and nearly all of the partitions are brick walls, twelve inches thick.

The floor over the boiler-room is laid on brick arches, supported by twelve-inch iron beams. The finishing throughout the interior is of pine, painted, grained and varnished. The floors are of southern pine. The trimmings of the staircases are of black walnut.

The large hall in the upper story has received the only embellishments of a purely ornamental nature, and these are mostly owing to the expressed desire and offer on the part of gentlemen, under the auspices of the American Social Science Association, to contribute and place therein various casts from antique sculpture and statuary, provided the city would be at the expense of fitting the hall to receive the same. The offer having been accepted by the proper authorities on the part of the city, the designs for finishing the hall were modified to receive the casts which were selected and arranged under the direction of C. C. Perkins, Esq.

The following account of the decoration of the Hall is quoted from a publication of the American Social Science Association: —

"The plan of decorating one or more rooms in our public school-houses with a collection of casts was laid before the Educational Committee of the American Social Science Association by one of their number, about two years since. It was recommended by him, and approved by the committee, as a simple but efficient means of introducing an æsthetic element into the educational system of the United States. Casts, if selected to express the highest laws of form and the purest types of beauty, were thought to promise a favorable effect upon the mental and moral training of the young,

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especially if associated with their studies, that is, their daily efforts to improve themselves.

"A special committee was formed to carry the plan into execution. They decided to place a carefully chosen number of casts in a hall of a new school building in Boston. To this they were led, partly by the character of the building itself, and the facilities of which they were assured on the part of the school committee and the architect, but still more by the character of the school, being the Girls' High and Normal, and therefore comprising just that body of teachers and pupils with whom the experiment might be most favorably tried. The building is on West Newton street, and the hall to contain the casts is that intended for the general gatherings and exhibitions of the pupils. It has been finished at the expense of the city, with special reference to the casts. For a series of slabs from the frieze of the Parthenon, an architrave has been constructed, resting on Doric pilasters. Between these pilasters the walls have been painted of a color suitable as a background, and brackets or pedestals of proper form have been provided for the busts and statues.

"The cost of the casts themselves, their packing, transportation, unpacking, and repairing, has been met by the subscriptions of a few members of the American Social Science Association, together with some persons not members. It has been a quiet movement, begun and ended under the competent direction of one gentleman* in particular, whose knowledge of the best casts to be procured and the best modes of procuring them has been of inestimable value to the enterprise.

"All is now happily accomplished. The casts are in their places, and the work it is hoped they will do has been begun. It remains only to present a list of them, with the sources from which they have been obtained, and their cost, for the information not merely of those who see them, but of those who, though not seeing them, may be inclined to procure others like them, for the decoration of schools in different parts of the country.

"The collection has not been made for a single school, or for a single city, but for every school and every town or village, where a similar attempt to extend and beautify our educational orders is possible.

* C. C. Perkins, Esq.

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"LIST OF CASTS.

"1. FRIEZE OF THE PARTHENON. *British Museum.*

"This is the chief work of the collection, not only in size but in character. From models by Phidias and his pupils. The original ran around the outside of the cella or body of the temple, about thirty feet above the base of the wall; and, being under the peristyle, was at some distance from the light. It is known, however, to have been colored and gilded, and therefore much more readily seen than might be imagined. The date is about 435 B. C.

"The frieze, of which the larger part is reproduced, represents the great procession on the last day of the national festival called Panathenæa. Starting from the Cerameicus, the procession wound by a long route to the summit of the Acropolis. Nearly the whole population of Attica appears to have joined in it,—some in chariots, some on horseback, some on foot; maidens bearing baskets filled with votive offerings; old men with olive branches, and in the midst a ship, from whose mast hung the peplus, a crocus-colored garment embroidered with mythological figures, the tribute of the Athenian maidens, or rather of the whole Athenian people, to the Goddess Athena. The ceremony of delivering the peplus to the archon and priestess of the temple, with the Olympian deities seated on either side, is represented in that part of the frieze above the stage in the exhibition hall.

"2. CARYATID. *British Museum.*

"One of six figures supporting the southern portico of the Erechtheum on the Acropolis at Athens, and brought thence to England by Lord Elgin in 1814. Its erect position and straight falling draperies recall the Ionic column it replaced.

"3. DIANA. *Louvre.*

"Known as Diana of Gabii, because discovered in the ruins of that city near Rome, in the year 1792. Also called Atalanta. The action is fastening the mantle on the right shoulder. The statue probably dates from the fourth century B. C.

"4. VENUS. *Louvre.*

"Called of Milo (the ancient Melos), where it was found in 1820. As the drapery at the back is only blocked out, the statue

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must have stood in a niche or against a wall. The action has been variously interpreted. One writer thinks the apple of Paris was held in the left hand, while the drapery was sustained by the right; another thinks the left arm and hand supported a shield resting on the thigh, while the right hand was free for the inscription of fallen heroes. It is probably of the fourth century B. C.

"5. POLYMNIA. *Louvre.*

"Found in Italy, and restored at Rome by a sculptor of that city, near the beginning of the present century. The Muse is supposed to be leaning on a rock of Helicon.

"6. PUDICITIA. *Vatican.*

"Found in the Villa Mattei at Rome. The name was applied to it on account of the resemblance to a figure so named upon Roman medals. Also called the Tragic Muse. Also supposed to be a portrait of the Empress Livia. The right hand is a poor restoration.

"7. AMAZON. *Capitoline Museum.*

"Found in the Villa Mattei. The action is passing the bow over the head, as the Amazon arms herself.

"8. GENIUS OF THE VATICAN.

"Found near Rome about a century ago. Thought by some to be a Cupid, and a copy of a celebrated work by Praxiteles; by others, the Genius of Death, as frequently figured on Roman sarcophagi.

"9. PSYCHE. *Naples Museum.*

"Found in the amphitheatre at Capua. One critic thinks that it represented Psyche with her hands bound behind her back. It is probably a repetition of a Greek original.

"10. DEMOSTHENES. *Vatican.*

"Supposed to represent the delivery of a Philippic. Niebuhr suggests that it is a copy of the statue erected by the Athenians in memory of their great orator.

"11. BONE-PLAYER. *Berlin Museum.*

"This is thought to have been a portrait, executed near the beginning of the Christian era.

"The following are busts: —

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"12. APOLLO (Archaic). *British Museum.*

"Of an earlier period than any other work in the collection, probably the beginning of the fifth century B. C.

"13. APOLLO (Pourtales). *British Museum.*

"Formerly in the gallery of Count Pourtales at Paris. It has been supposed to represent the god as the leader of the Muses.

"14. ZEUS TROPHONIUS. *Louvre.*

"This is an imitation, if not an actual specimen of the Archaic style. Zeus was called Trophonius because worshipped at the oracle of that hero in Bœotia.

"15. JUPITER. *Vatican.*

"Found at Otricoli, about forty miles from Rome. The original cannot have been sculptured before the first century of our era, as it is of marble from quarries not worked until that period. Of all known heads of the god, this is considered the most Phidian in tone.

"16. JUNO. *Villa Ludovisi, Rome.*

"This head probably formed part of a colossal statue, the work of a Greek sculptor, iu the fourth century B. C.

"17. PALLAS. *Louvre.*

"Styled of Velletri, because the statue to which this belongs was found there in 1797.

"18. BACCHUS (Young). *Capitoline.*

"19. ÆSCULAPIUS. *British Museum.*

"Found in the Island of Milo in 1828, and supposed to have been executed about 300 B. C. The expression has been remarked upon as befitting the great Healer.

"20. HOMER. *Capitoline.*

"21. PERICLES. *Vatican.*

"22. AUGUSTUS (Young). *Vatican.*

"MODE OF PROCURING.

"The above were ordered as follows: —

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"Nos. 1, 2, 12, 13, 19, from D. Brucciani, 40 Russell street, Covent Garden, London.

"Nos. 2, 5, 7, 9, 11, 14, 17, 22, from Bureau du Moulage, Palais du Louvre, Paris.

"Nos. 6, 8, 10, 15, 16, 20, 21, from L. Malpieri & G. Candiotti, Rome. (To be addressed through United States consul or banker.)

"Nos. 4 and 18 were purchased of Paul A. Garey, 6 Province House Court, Boston.

"STATEMENT OF COST.

Subject.	Where Ordered.	Original Cost in Gold.	Expense of Importation.	Total Cost.
1. Frieze of Parthenon	London.	$336 62	$449 81	$786 43
2. Caryatid	London.	30 00	39 34	69 34
3. Diana	Paris.	24 00	41 50	65 50
4. Venus	Purchased in Boston.	.....	.....	.....
5. Polymnia	Paris.	24 00	41 50	65 50
6. Pudicitia	Rome.	37 60	104 12	141 72
7. Amazon	Paris.	40 00	53 20	93 20
8. Genius of the Vatican	Rome.	5 60	18 29	23 29
9. Psyche	Paris.	1 60	2 50	4 10
10. Demosthenes	Rome.	32 20	88 22	120 42
11. Bone-player	Paris.	8 00	15 85	23 85
12. Apollo (Archaic)	London.	2 50	3 30	5 80
13. Apollo (Pourtales)	London.	5 00	6 23	11 23
14. Zeus Trophonius	Paris.	96	1 60	2 56
15. Jupiter Otricoli	Rome.	5 00	15 21	20 21
16. Juno	Rome.	8 00	27 08	35 08
17. Pallas	Paris.	4 00	7 85	11 85
18. Bacchus (Young)	Purchased in Boston.	.....	.....	.....
19. Æsculapius	London.	5 00	6 23	11 23
20. Homer	Rome.	2 40	10 41	12 81
21. Pericles	Rome.	2 40	9 66	12 06
22. Augustus (Young)	Paris.	1 60	7 30	8 90

"'Expense of Importation' includes premium on original cost, packing, shipping, freight, insurance, wharfage, delivery, unpacking, and repairs."

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The most ample means have been provided for the ventilation of the building; and the working of the same since the building has been occupied has been satisfactory.

The heating power is obtained from the steam boilers before alluded to. All of the rooms are heated by hot air radiated from apparatus located in the cellar. The halls and corridors are heated by direct radiation.

Electric bells and speaking tubes place the master's room in communication with all of the principal rooms. Blackboards are formed on every side of the class and recitation rooms. Water is carried to each floor at two places in the central hall. And everything, both in the finishing and furnishing of the building, which would add to its efficiency and the comfort and convenience of its occupants, has been liberally supplied.

The exterior is simple in its design and construction; symmetry, harmony, and stability having been studied rather than novel and striking effects. The nature of the accommodations required in the internal arrangement rendered it impracticable to make any prominent breaks in the outlines of the building; but slight projections at the corners and in the centre, with the breaks in the roof lines, relieve the mass from any appearance of heaviness. The walls of the basement, from the ground line up to the first story, are faced with light-colored granite ashler work, from the Blue Hill quarries, in the State of Maine. The work is dressed with a bevelled channel at the joints between the courses, and the upper

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course at the height of the first floor is capped with a heavy moulded belt course. Above the basement the walls are faced with pressed bricks. The windows and entrances are trimmed with light-colored free-stone, from Nova Scotia. A belt course of the same material at the height of the second story extends entirely around the building. The openings of the doorways are twelve feet wide by fifteen feet high; the sides are finished with rustic block work, over which are heavy moulded archivolts and cornices, and over the cornices are stone balustrades. Over the entrance at each end of the corridor is a semi-circular arched window, twelve feet wide and twenty-eight feet high, with deep stone jambs. On the face of the arch stones the name of the school is cut in bold raised letters. The main cornice is of wood, with copper gutters; the cornice is ornamented with brackets and dentils. The corners and central projection on the Newton-street side are finished with high Mansard roofs. In the centre of each street front is a triple Lutheran window, twenty feet wide. On each face of the corner projections is a double Lutheran window. The Mansard roofs are crowned by ornamental cast-iron snow-guards. The roof of the main body is what is termed a hipped roof, pitched from each side towards the middle of the building. The main roof is truncated about thirty feet back from the face of the outer walls, above which is a flat occupying a space about seventy feet by eighty-four feet, and which is surrounded by a wooden balustrade. On the middle portion of the flat roof stands an octagonal structure, thirty feet in diameter, which, in

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connection with the roof, is designed to be used as an observatory for astronomical observations. The main shaft of the ventilator passes up through the centre of the observatory, and terminates above the same in an octagonal cupola, thirty-seven feet high from its base up to the ball of the vane. The body of the cupola is thirteen feet in diameter, and fifteen feet high; in each face is an outlet for air, three feet wide by eight feet high. The whole is surmounted by a fifteen-inch gilded ball and gilded vane. The whole height, from the ground line at the base of the building to the ball of the vane, is about one hundred and fifty feet.

The work has been faithfully and well done under the general direction of the Committee on Public Buildings, and the personal supervision of James C. Tucker, the efficient Superintendent of Public Buildings. The contract for the masons' work was awarded to Wm. Sayward, the carpenters' work to Morton & Chelsey, the painters' work to Wm. H. Emerson, the plasterers' work to Lawrence Cleary, the roofing to C. S. Parker & Sons, the plumbers' to Lockwood & Lumb, the heating to Geo. W. Walker & Co., the school furniture to Wm. G. Shattuck, the bells to A. Michaut.

Cost of land, $60,206.41; building, $234,563.36; furniture, $15,947.66; total, $310,717.51.

DEDICATION.

The building was dedicated on Wednesday, April 19, 1871, with the usual appropriate exercises. The large exhibition hall of the building was most tastefully

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decorated with flowers and exotics, the windows being festooned with evergreen, and each piece of statuary standing as it were in a bower of variegated foliage. The floral decorations were by Mr. Wm. Doogue. Every inch of standing room was occupied by an attentive audience, comprising some of the most prominent citizens in the community.

The exercises commenced at ten o'clock by the performance of Mendelssohn's "March of the Priests" (Athalie) by a picked orchestra, under Julius Eichberg, accompanied on the piano by Mr. Sharland. Then the Rev. W. H. Cudworth of East Boston read portions of Scripture and offered prayer.

THE DELIVERY OF THE KEYS.

Alderman Jenkins, representing the City Government, then rose, and addressed Mayor Gaston, the President of the School Committee, as follows: —

ADDRESS OF ALDERMAN JENKINS.

Mr. Mayor: — As Chairman of the Committee on Public Buildings, it is my simple duty, as well as pleasure, to surrender to you the keys of this noble edifice, which has been erected and furnished at a cost of $308,000. This is a very large sum to expend on one building, I am aware, but it must be remembered that this is a very large structure, I am told the largest free public school-house in the world. Then why may we not look for results commensurate with its cost and size? It surely has been erected at the proper time, for education has become a political necessity. Your committee desire me to say that they consider this a thorough building in every particular, and in their judgment much credit is due to the architect and builders, as well as to our efficient superintendent of public buildings.

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RESPONSE OF MAYOR GASTON.

His Honor Mayor Gaston, in receiving the keys, spoke as follows:—

In behalf of the School Committee I accept from the City Government, which you to-day represent, this beautiful and elegant structure, for the purpose of dedicating it to the great use for which it is designed. The contribution of so expensive and elegant an edifice to the cause of learning in this city is faithful testimony that Boston remains true to her traditions and history, and that she still believes that in the cause of popular education she can spend her money freely and yet not unwisely. While such a spirit shall prevail in your counsels her safety and honor will be assured. We accept this beautiful gift with the same spirit of satisfaction and pride with which it is offered. (Applause.)

Turning to Rev. Henry Burroughs, D.D., the Chairman of the Normal School Committee, His Honor said:—

I would now with pleasure transfer the keys of this building to you, and by this act dedicate it to the great charge which you and your associates have been selected to guide. It requires no spirit of prophecy to see that under your wise direction there shall proceed from this building influences which shall not only elevate the city, but the State at large. The trust which is implied in the delivery of these keys I now give to you, with the full assurance that it will be executed with fidelity.

ADDRESS OF THE REV. DR. BURROUGHS.

Mr. Mayor:—In behalf of the committee on the Girls' High and Normal School, I accept the trust, of which these keys are the emblem, with a deep sense of our responsibility to the citizens who maintain this school and to the parents of the pupils. We avail ourselves of this opportunity to express our grateful acknowledgments to you, sir, and to the City Council, for the munificent liberality that has provided so thoughtfully and generously for the wants of this institution in this magnificent edifice,

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to the Committee on Public Buildings and the superintendent of that department, to Mr. Ropes, the architect, and to those kind friends who have selected this hall as the depository of these classic works of art.

When we see five hundred young ladies receiving in this school the highest education in science and literature, it is hard to believe that girls were not admitted to the public schools of Boston until 1789; that even then they were only permitted during the summer to occupy the seats vacated by boys who had gone out to work, and that it was not until 1823 that they were allowed to attend during the whole year. A high school for girls was organized in 1825, but it met with great opposition, and continued but a short time, and only twenty years ago the opinion was quite prevalent that a grammar-school education was enough for the daughters of the citizens of Boston. This seminary of learning was established in 1852, chiefly through the persevering exertions of Dr. LeBaron Russell, and in accordance with the recommendations of Mr. Bishop, then superintendent of public schools. Its design was to prepare young ladies to become teachers, and its hundred pupils were assembled in the second and third stories of the old Adams School-house in Mason street under the charge of Mr. Loring Lothrop, the first master, and now a member of our committee.

Believing that the most thorough and liberal culture is one of the essential qualifications of a good teacher, the founders of the Normal School framed a course of study embracing the branches of learning usually taught in schools of the highest order. Their aim was not so much to fill the storehouse of the memory, as to develop and cherish the faculties imparted by the Giver of every good and perfect gift, to strengthen the reason, and to give readiness and accuracy in the expression of ideas by words. When the second attempt to create a High School failed, in 1853, the course was extended from two to three years, and pupils were received who did not intend to teach. From that time to the present the Girls' High and Normal School has steadily increased in numbers. In 1857 the removal of the Public Library gave it the use of the lower floor of the building. In 1861 the rooms of the adjacent edifice, vacated by the Natural History Society, were

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added to the old school-house, and very soon afterward even these accommodations were found to be too small. The erection of stores in the neighborhood, excluding air and sunshine, the noise of the street and noxious gases of the furnaces combined to render it imperative to remove to a more quiet place. A lot on Berkeley street was selected and approved by the school committee. But so many obstacles intervened to prevent the accomplishment of the design that the erection of a school-house on that site was finally abandoned. We are indebted to the very efficient secretary of our committee, Mr. Henry C. Hunt, for the selection of this high and open lot of ground on which the City Council has erected an edifice unequalled in size and convenience, — a monument which commemorates not only the wise and far-seeing liberality of our citizens, but also the recognition of the duty of the city to give to girls as good an education as we give to boys.

While we have endeavored to afford every possible facility for the acquisition of mathematical, scientific and literary knowledge, we have not forgotten the primary object of this institution. A training department was added in 1864, and placed under the charge of Miss Stickney, its present superintendent. Here young ladies are instructed in the theory and practice of teaching, and are prepared to become assistants in our public schools. And since there are among our scholars some who have not the peculiar qualifications requisite for success as teachers, the committee, in 1866, made book-keeping one of the elective studies. It is now proposed, in view of the increasing work of the regular course, to allow pupils to remain during the fourth year to continue their scientific or literary studies, or to receive such special instruction as will fit them for mercantile and industrial pursuits.

It seems to me not to be the language of exaggeration when we call this the crowning glory of our Boston schools. In eighteen years that have elapsed since its foundation, two thousand eight hundred and thirty-nine pupils have been admitted, of whom all but seven hundred and nineteen are from our grammar schools. Six hundred and ninety-three have graduated, and six hundred and forty-eight have become teachers; and many of these have received more than one appointment, making the whole number of appointments eight hundred and ninety-seven. This school has

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supplied two hundred and thirty-three teachers for the primary, and three hundred and ten for the grammar schools, and has numbered among its own instructors sixteen of its graduates.

The first plans for this new school-house were drawn at the desk of one whose memory is fresh in our minds to-day. To see such a building as this in this section of the city was one of his most cherished hopes, and I should be false to the dictates of my own heart, and to the expectations of his pupils and friends, if I should let this occasion pass away without the mention of the name of William Henry Seavey, that ripe scholar, in whose well-proportioned mind all powers were harmoniously blended; that unsurpassed teacher, whose clear ideas found utterance in the most simple language; that judicious counsellor and sympathizing friend, whose influence over his pupils was unbounded. The solemn trust which he laid down with his life has been committed to you, Mr. Hunt, with your accomplished and faithful assistants. We present to you these keys as our recognition of your authority as head-master, and as the token of our confidence. Under your guidance our school is expanding its programme to keep pace with the progress of the age. Science has been called the doubting element in human progress, and it should be the aim of every teacher to give the scholar a firm hold on what she has learned, and to cultivate a confidence in the truth that cannot be shaken by ingenious cavils or unanswered questions. While you open to these young minds the wonderful discoveries of the telescope and the microscope, and the revelations made by spectrum analysis, and trace out the history of geological changes, show them in all these marvels one great design manifesting the presence, everywhere and in all time, of an intelligent Mind working with Almighty power, steadfastly pursuing a single purpose, the creation of man and his redemption from evil. In this school, above all others, by the side of the inductions of science should be placed the truths revealed in the gospel of Him, who, by his teaching and the example of his tender reverence for woman, has given her the exalted position which she justly holds in the great family of our Heavenly Father.

Remarks of E. Hunt, Esq., head-master, on receiving the keys:—

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Mr. Chairman: — In accepting these emblems of the trust confided to me, it is my chief and agreeable duty, for myself and for my associates, to thank you and all who have taken an active interest in our work for the much-needed, generous accommodations of this building.

Aside from its successful architecture, in its cheerful, well-ventilated class-rooms and ample corridors, indeed in all its appointments, from laboratories and cabinets to hall and observatory, it is alike an inspiration to teacher and pupil.

We regard it, in all its magnificent proportions, as typical of the broad liberal education Boston means to give the most precious portion of her children, in science, literature and art, and in accordance with the best spirit of modern culture.

And as we gather from time to time in this beautiful hall, for general or devotional exercises, if these wonderful master-pieces of ancient art inspire us, as they ought, to greater effort in the teacher's more difficult art, to fashion the immortal soul to noblest thoughts of self-culture, to mould the individual character to firmer self-reliance and self-control, to grace it with the supreme virtues, love to God and love to man, our study and admiration of them will not be vain.

Assured by "the powers that be" that nothing shall be wanting to broaden and deepen the influence of the school, we shall return to our labors with renewed zeal and thankfulness.

The following dedicatory ode, written by Miss Mary G. Morrison, music by Julius Eichberg, was then sung by the pupils of the school, with piano and orchestra accompaniment: —

"Raise now a joyful song;
Let it be borne along
By love and praise upon the air;
And louder swell more clear,
Now sweet to listening ear,
As music lends its charm to prayer."

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Perhaps the most interesting feature of the exercises was the presentation of the casts above described.

The President of the Social Science Association, Samuel Elliot, LL.D., presented the collection, with the following remarks: —

REMARKS OF DR. ELLIOT.

Mr. Chairman: — It is my pleasant office to offer, in behalf of all those who have contributed toward placing this collection of casts here, their contribution toward the success and the development of this school. We have thought that while there is enough controversy in the educational world as to the proportion which different studies should take in it, while some of us are very much on one side and some on the other, and not so many of us, perhaps, between the two, with regard to the prominence which should be given to one study above another, there is an opportunity for those of us who believe in its influence to advocate one study not generally advocated, and to press its claims upon the thoughts and the affections of this educated community. Fair as our school system is, and adorned as it is with all the light and beauty that stream in from the past upon the present, there is one ray which has not yet penetrated far, one that comes from the art of the ancient world, one that, if it comes, comes here, as everywhere, fraught with light and benediction. About the place that should be assigned to Greek language or literature in a programme of study there may be a question, but about the place to be assigned to Greek art there is no question, and there can be no question among those who know what that art is and what power it is susceptible of wielding. If it were only as a mere negation of that high pressure put upon our children; if it were only as a softening element introduced into study that needs to be softened and shaded down, —

"Quam neque longa dies nec pietas mitigat ulla,"—

like the harper who lays his open palm upon the harp to deaden

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its vibrations, æsthetic education, if it found its place among us, would soften and sweeten the whole course of study. But it is not merely as a negation that art should be welcomed among us; it ought to come full of that positiveness, full of that inspiration which we all stretch out our arms to accept and open our hearts to bless. Greek art is the expression of the finest culture and the deepest thought that have ever found an abiding place upon this earth. It was the pursuit of the best men in Athens and throughout Greece. It ought to be cherished by us, it ought to be made more of for the lessons, not merely artistic, but intellectual and moral, which it conveys. In its simplicity, its idealism, in its unbroken and unshaken truthfulness it is a teacher of principles which no scholar can learn without being the better for them, and no community cherish without being sanctified by them. If we welcome it here we shall welcome something which will make our school brighter, our home dearer, and our whole lives nobler. We shall welcome something which we can take into our breasts and cherish there, and, while we cherish it, it cherishes us and gives life, and breadth, and purity.

Mr. Chairman, I offer in the name, not merely of the American Social Science Association, but more particularly in the name of those members of the association, and those friends of theirs not members, who have taken part in this work, the collection which we see on and about these walls. It has been carefully chosen, under the guidance of one who will follow me in explaining his choice. We owe to him, I am free to say, a large share of what will make this collection valuable here, and will lead, as we trust, to its being imitated elsewhere, and I beg the teachers and the pupils of this school to feel that we ask them and depend upon them to help us in this experiment which we are trying. If they value these expressions of art, if they think well of them and speak well of them, if they get that good from them which we believe they will, the ripple which is stirred here to-day will spread far beyond this school and this city, to every part of the country; and there will gradually come into the education of the United States an æsthetic element which it now wants, but which is as sure to come through this experiment, or through some better experiment, as the sun is sure to rise to-morrow.

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I beg your permission, Mr. Chairman, in conclusion, to read a part of a letter, which was addressed to me to be read to-day. It comes from the friend who gave this frieze which runs about these walls, a friend who was the first to propose this work, whose sympathy and enthusiasm have encouraged it at every step, and who ought to be here to-day in the flesh, as I doubt not he is the spirit, to witness the result of his efforts and his hopes, — Mr. James M. Barnard: "A great interest is felt here," he writes from Italy, "in this movement, particularly in the plan which has been adopted for the public schools by the association. I wish I could be present to rejoice with you in the inauguration. Receive my profound sympathy. Mrs. Barnard unites with me in presenting to the Girls' High and Normal School, through the association, the frieze of the Parthenon, reproduced by Brucciani from the originals in the British Museum." And now, Mr. Chairman, not only the frieze, but the statues and busts become the property of this school; and as long as they stand here, may they stand as silent but not the less effective teachers of all that is good and pure in the human heart, and all that is truest and noblest in human lives.

Mr. Charles C. Perkins, to whom Mr. Elliot referred in his address, was then called upon to explain the frieze and statuary. He said: —

Ladies and Gentlemen: — When I first saw this hall, its walls were bare, its ceiling open to the roof; nothing gave promise of its present aspect. It was like the block of marble in the sculptor's studio, or the blank canvas on the painter's easel, — waiting to be transformed into a "thing of beauty." You will agree with me that it could not have been turned to a better use than this, namely, — to be made a place in which the elevating and inspiring influence of noble forms should be brought to bear upon the minds of the young persons who came hither to be educated.

In the great problem whose solution has exercised the minds of those who wished to see the power of art brought to bear upon the American people, the question has been how and where to begin. Plutarch relates that Archimedes told Hiero, the tyrant of Syra-

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cuse, that if he could cross over into another planet and thence work his lever, he could move the world. Now we who wish, though in another sense, to move our New World, of whose existence Archimedes never dreamt, have crossed over to the Old World, which is to us as another planet, and have thence applied the potent lever of art. Here we have used it in a small way, by means of a few casts placed around the walls of a single school-room; in the Museum of Fine Arts, we shall use it in a more complete way, by means of a great collection of casts, which will illustrate the history of plastic art from antiquity to the present time. Here we hope to work upon the young, — there to influence persons of all ages and conditions; here we depend upon the slow but sure influence of daily familiarity with a few excellent types upon tender minds, — there we shall expect to sow seed which will bear an abundant harvest in the arts, in manufactures, in manners, and in thought. Form is embodied thought, and an index to the condition of a people as regards intellectual attainment and civilization. An immense amount of the best thought of the ancients has been embodied for us in marbles, bronzes, coins and gems, and this precious heritage is waiting to enrich us whenever we choose to avail ourselves of it. We have but to desire it, and all the best plastic works of the best periods of art will be brought to our shores in reproductions, which, though of little material value as compared with the originals, will be as potent as they could be to quicken us to a closer observation of nature, to elevate our taste, and to make us judges of beauty when they have made us beautiful in mind. For, as Plutinus says, "only the beautiful in mind can judge of beauty."

The young people who will assemble here are but a fraction of the great public, and yet they may be of great assistance in the work we have at heart. Having learned the value of such an influence as works of art exercise upon those who live in daily contact with them, they will teach it to others. The appetite for beauty nourished here will demand food for its satisfaction at home. Parents and friends will catch the enthusiasm, and like the encircling ripples which break the surface of a lake around the place where a stone has fallen, and widen out until it is everywhere in motion, it will spread until the whole community feels its influence. Have you ever watched a cloud no bigger than a man's hand, as

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it rose upon the horizon, and gradually widened out until it covered the heavens with blackness? At first the big drops of rain fell slowly from it, then faster and faster in gathering streams, until the parched earth was deluged with sheets of water. Now this small collection of casts may represent to us the little cloud which promises that beneficent and fertilizing rain of art which is to fall upon this continent. We need it; we thirst for it; and we shall have it. These are the first drops of promise which precede the abundant shower that is to quicken our national life and fertilize the land.

The casts which adorn this school-room were purchased in Rome, Paris and London. They were selected with peculiar reference to the place in which they were to stand; and though necessarily few in number, combine a great variety of types. The Minerva, the Diana, the Psyche, and the Amazon are typical representations of virginal beauty; the Juno and Pudicitia of matronly beauty; the Demosthenes, the Pericles, and the Homer, represent the orator the statesman and the poet. The Genius of the Vatican is a type of adolescence; the Bone-player a type of grace. These casts also illustrate many styles of Greek art. The Archaic Apollo is an example of the hard, earnest, and realistic style which prevailed in Greece, and notably at Argina, in the beginning of the fifth century B. C. The bust of Jupiter Trophonius is of the somewhat mannered but delicate and refined style, which marks the work of the Archaic sculptors of the Attic school about the same period. The Panathenaic frieze, the Caryatid, the Jupiter, and the Æsculapius, illustrate the school of ideal art founded by Phidias. The Demosthenes is a noble example of the school of portraiture, founded by Lysippus in the fourth century B. C., as is the Genius of the Vatican of that soft, sensuous, but exquisitely beautiful school of sculpture which was founded by Praxiteles, between the time of Phidias and Lysippus. Lastly, the Pudicitia, the Polymnia, and the young Augustus, illustrate the Greco-Roman school, which flourished at Rome during the early part of the empire. A cast of the Minerva Giustiniani of the Vatican was ordered at Rome, and when made was rejected as imperfect; another was ordered in London, but could not be obtained. "Invita Minerva," what could be done to compel her presence?

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Thanks to the generosity of Miss Cushman, the Boston Athenæum owned a cast which stands upon the platform; and permission was obtained to transport it hither for this occasion. Thus it happens that Minerva is your guest to-day; and let us hope that many months will not elapse before the present representative of intelligence and cultivation will be replaced by another, already ordered at Rome, as a permanent substitute.

A letter was read from Hon. Charles Sumner, expressing his regret at not being able to attend.

The 23d Psalm was sung, music by Schubert, and addresses were subsequently made by ex-Governor Washburn, Superintendent Philbrick, Messrs. Chas. W. Slack, Loring Lothrop and Hon. D. H. Mason, interspersed with some fine instrumental and vocal music, including a theme and variations from Beethoven's quartette in A-major, "Ye sons of Israel" from Mendelssohn, also the trio of "Lift thine eyes," by the same composer.

The exercises were closed by the singing of a hymn written by Miss Eliza G. Swett.

Especial credit is due to Henry C. Hunt, Esq., of the committee, for his energetic services in securing the lot for the building, and in procuring an appropriation for its erection.

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ORGANIZATION

OF THE

SCHOOL COMMITTEE

FOR 1872.

HON. WILLIAM GASTON, *Mayor, ex officio.*

M. F. DICKINSON, *President of the Common Council, ex officio.*

Ward 1.

Warren H. Cudworth,
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Henry S. Washburn,
George H. Plummer,
Reuben Peterson, Jr.,
Willard S. Allen.

Ward 2.

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John F. Flynn,
William J. Porter,
John W. Fraser,
George F. Haskins,
James M. Badger.

Ward 3.

William A. Rust,
James A. McDonough,
John F. Jarvis,
Frank B. Clock,
Lucius Slade,
Samuel H. Wenthworth.

Ward 4.

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Adino B. Hall,
William O. Johnson,
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Nath'l B. Shurtleff,
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Ward 5.

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Ward 7.

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Hugh J. Toland,
Richard J. Fennelly,
P. J. Whelton,
Christopher A. Connor,
Edward C. Leonard.

Ward 8.

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Eben R. Frost,
Henry P. Shattuck,
Solon Thornton,
William Woods,
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Ward 9.

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Charles Hutchins,
John C. J. Brown,
William T. Brigham,
Francis D. Stedman,
Charles J. Prescott.

Ward 10.

Charles L. Flint,
William H. Baldwin,
Samuel G. Bowdlear,
Abijah Richardson,
Lyman Mason,
William Read.

Ward 11.

William B. Merrill,
Samuel B. Cruft,
Robert C. Waterston,
George H. Nichols,
Wm. H. Learnard, Jr.,
Stephen G. Deblois.

Ward 12.

Liberty D. Packard,
Sam'l F. Bachelder,
Francis H. Underwood,
Warren P. Adams,
John S. H. Fogg,
George A. Thayer.

Ward 13.

P. O'Meara Edson,
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Ward 14.

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George H. Monroe,
Moody Merrill,
Joel Seaverns,
John O. Means.

Ward 15.

Treffle Garceau,
George F. Emery,
George M. Hobbs,
Charles K. Dillaway,
James Waldock,
Albert E. Dunning.

Ward 16.

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John W. Porter,
William W. Swan,
Baylies Sanford,
Benjamin Cushing,
John H. McKendry.

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JOHN D. PHILBRICK, *Superintendent of Schools.*
BARNARD CAPEN, *Secretary of the Board.*
GEORGE A. SMITH, *Clerk of the Committee on Accounts.*
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Rooms of the Board open from nine o'clock till six o'clock.
Office hour of the Superintendent: From 12½ to 1½ o'clock.

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William Woods,
James Waldock,
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William H. Baldwin,
James Waldock,
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Ira Allen,
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School for Deaf Mutes.

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John P. Ordway,
James Reed,
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Abijah Richardson,
Samuel B. Cruft,
Francis H. Underwood,
George W. Adams,
John O. Means,
George M. Hobbs,
William W. Swan.

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William T. Reid, *Head Master's Assistant.*
Augustine M. Gay, *Master.*
Moses Merrill, *Master.*
Josiah G. Dearborn, *Master.*
Augustus H. Buck, *Master.*
John S. White, Jr., *Master.*
Charles J. Capen, *Master.*
Joseph W. Chadwick, *Master.*

SPECIAL MASTERS.

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George W. Pierce, *in Mathematics*, 3d Story, Front Room.
Charles A. Barry, *Instructor in Drawing*, 124 Chandler street.
M. P. Morand, *Instructor in French*, corner of Warrenton and Eliot streets.
Col. Hobart Moore, *Instructor in Military Drill*, 630 Washington street.

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Hugh J. Toland,
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James M. Badger,
Lyman Mason,
Robert C. Waterston,
John S. H. Fogg,
James Morse,
Ira Allen,
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Luther W. Anderson, *Master*.
Robert E. Babson, *Master*.
Albert Hale, *Master*.
Moses Woolson, *Master*.
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Alonzo G. Whitman,
John P. Brown,
John O. Norris,
Leroy Z. Collins,
Charles B. Travis,
Charles H. Cumston,
Charles J. Lincoln,
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Charles C. Perkins,
Christopher A. Connor,
Henry C. Hunt,
Charles Hutchins,
Charles L. Flint,
Stephen G. Deblois,
P. O'Meara Edson,
John Kneeland,
Charles K. Dillaway,
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Harriet E. Caryl, *Head Assistant.*
Jane H. Stickney, *Superintendent of Training School.*
Bessie T. Capen, *Teacher of Chemistry.*
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Emma A. Temple,
Catharine Knapp,
Mary E. Scates,
Adeline L. Sylvester,
Elizabeth C. Light,
Lucy O. Fessenden,
Adeline S. Tufts,
Florence W. Stetson,
Alice M. Wellington,
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Emerette O. Patch,
Rebecca R. Joslin,
S. Annie Shorey,
Charlotte E. Wheeler,
Augusta C. Kimball,
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Mary E. Holbrook,
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Charles Furneaux, *Teacher of Drawing.*
E. C. F. Krauss, *Teacher of German.*
Prospere Morand, *Teacher of French.*
Julius Eichberg, *Teacher of Music.*
Bertha W. Hintz, Principal Teacher of the Primary School.
Annie J. Stoddard, Assistant-Teacher of the Primary School.
Luther W. Mason, *Teacher of Music.*

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Kenilworth Street

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John F. Flynn,
William A. Rust,
Nathaniel B. Shurtleff,
Joseph D. Fallon,
Hall Curtis,
Richard J. Fennelly,
Henry S. Shattuck,
Charles J. Prescott,
Samuel G. Bowdlear,
Wm. H. Learnard, Jr.,
John S. H. Fogg,
P. O'Meara Edson,
William T. Adams.

TEACHERS.

Samuel M. Weston, *Head Master*.
M. L. Tincker, *Head Assistant*.
Emily Weeks, *Assistant*.
Eliza D. Gardner, *Assistant*.
Helen A. Gardner, *Assistant*.
Edna F. Calder, *Assistant*.
Julius Eichberg, *Teacher of Music*, 124 Tremont street.
M. De Maltchyee, *Teacher of French*, Cambridge.
Benjamin F. Nutting, *Teacher of Drawing*, Watertown.
John F. Stein, *Teacher of German*, Tremont, corner of Howe court.
Col. Hobart Moore, *Teacher of Military Drill*.

DORCHESTER HIGH SCHOOL,

Dorchester Avenue.

COMMITTEE.

William T. Adams, *Chairman*,
William B. Swan, *Secretary*,
Moody Merrill,
Adino B. Hall,
John H. McKendry,
Benjamin Cushing,
Baylies Sanford.

TEACHERS.

Eldridge Smith, *Head Master*.
Mary Wentworth Hall, *Head Master's Assistant*.
Mary Fifield Porter, *Assistant*.
Rebecca V. Humphrey, *Assistant*.
Ellen Germaine Fisher, *Assistant*.
Mercy A. Bailey, *Teacher of Drawing*, Dorchester avenue. All the classes, Room 7.
Charles De Legarliere, *Teacher of French*, Joy street. All the classes Room 6.
John Frederic Stein, *Teacher of German*, Boston Highlands. All the classes, Room 6.
Julius Eichberg, *Teacher of Music*, Room 7.
Capt. Hobart Moore, *Teacher of Military Drill*.

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DEPARTMENT OF VOCAL MUSIC.

Julius Eichberg, General Supervisor of Music, and Teacher of Music in the High Schools, 154 Tremont street.

Luther W. Mason, Director of Music in the Primary Schools, 3 Cumston place. Address at the Rooms, City Hall.

H. E. Holt, Director of Music in the Grammar Schools, third, fourth, fifth, and sixth classes, 31 Ball Street, Roxbury. Address at the Rooms, City Hall.

Joseph B. Sharland, Director and Teacher of Music in the Grammar Schools, first and second classes, 25 Hanson street.

Hiram Wilde, Assistant-Teacher of Music, 77 Shawmut avenue.

DEPARTMENT OF DRAWING.

Walter Smith, Normal Art Instructor, 807 Broadway.
Charles A. Barry, Latin School, 124 Chandler street.
Henry Hitchings, English High School, Dedham.
Edward R. Clark, Assistant in English High School.
Charles Furneaux, Girls' High and Normal School.
Mercy A. Bailey, Dorchester High School.
Benjamin F. Nutting, Roxbury High School.

These Instructors also supervise the Drawing in the Grammar and Primary Schools as far as their time allows.

FREE EVENING DRAWING SCHOOL.

Monday, Tuesday, Thursday, and Friday, 7 to 9 P. M.

Institute of Technology.

WALTER SMITH, *Principal.*

ASSISTANTS.

C. Willis Damon, Architectural Drawing.
C. S. Ward, Geometrical Drawing.
Wm. Foster, Machine Drawing.
R. H. Soule, " "
J. L. Frisbe, Ship Drafting.
Phineas Bates, Jr., Instrumental Drawing.

Appleton-street School.

CHARLES FURNEAUX, *Principal.*

ASSISTANTS.

Frank B. Morse, Free Hand Drawing.
C. F. Stone, Free Hand Drawing.

Mason street.

Bradford H. Locke, Geometrical Drawing.

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THE SCHOOL DISTRICTS

ARRANGED IN ALPHABETICAL ORDER.

ADAMS SCHOOL DISTRICT.

COMMITTEE.

Warren H. Cudworth, *Chairman*,
Henry S. Washburn,
John Noble,
Reuben Peterson,
George H. Plummer, *Secretary*.
Willard S. Allen,
John F. Flynn.

ADAMS SCHOOL.

Belmont Square, East Boston.

Robert C. Metcalf, *Master*.
Mary M. Morse, *Master's Assistant*.
Louise E. Harris, *Head Assistant*.
Frank F. Preble, *Sub-Master*.
Martha E. Webb, *Head Assistant*.
Lucy A. Wiggin, *Head Assistant*.

ASSISTANTS.

Sarah M. Boyd,
Harriet Sturtevant,
Ellen M. Robbins,
Clara Robbins,
L. Frances Gardner,
Clara J. Doane.

PRIMARY SCHOOLS.

Adams School-house.

Sarah A. Cook,
Mary H. Allen,
Eliza A. Wiggin,
Esther L. Morse,
Mary E. Wiggin,
Anna E. Reed.

Sumner Street.

Emily C. Morse,
Rosa L. Morse.

Sub-Committee, Mr. Plummer.

Webster Street.

Grace E. Wasgatt.

Sub-Committee, Mr. Cudworth.

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BIGELOW SCHOOL DISTRICT.

COMMITTEE.

Liberty D. Packard, *Chairman*,
Warren P. Adams,
John S. H. Fogg,
Francis H. Underwood,
P. J. Whelton,
Samuel F. Bachelder, *Secretary*,
Christopher A. Connor,
Richard J. Fennelly,
William W. Swan,
George A. Thayer.

BIGELOW SCHOOL.

Fourth Street, corner of E Street, South Boston.

Thomas H. Barnes, *Master*.
Alonzo Meserve, *Usher*.
Amelia B. Coe, *Head Assistant*.
Fred. O. Ellis, *Sub-Master*.
Clara E. Farrington, *Master's Head Assistant*.

ASSISTANTS.

Eliza B. Haskell,
Ellen Coe,
Mary L. Lufkin,
Celinda Seaver,
Abba E. Boutelle,
Sampson W. Pollard, *Janitor*.
Harriet A. Watson,
Henrietta L. Dwyer,
Lucinda P. Bowley,
Lucy C. Bartlett,
Malvena Tenney.

Washington Village Branch.

Leander Waterman, *Sub-Master*.

ASSISTANTS.

Mary Nichols,
Laura A. Neilson,
Mary L. Kinne,
Lucy M. Marsh.

PRIMARY SCHOOLS.

Hawes Hall, Broadway.

Anna C. Gill,
Alice Danforth,
Mary P. Colburn,
Abigail B. Kent,
Lucy E. T. Tinkham.

Sub-Committee, Messrs. Packard and Swan.

Ann J. Lyon,
Mary E. Johnston.

Sub-Committee, Messrs. Bachelder and Whelton.

Harriet A. Clapp.

Sub-Committee, Mr. Bachelder.

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Rear Hawes Hall.

Tiley A. Bolkcom, Sarah E. Varney,
Mary L. Howard.
Sub-Committee, Messrs. Packard and Whelton.

Athens Street.

Josephine B. Cherrington, Sarah A. Graham.
Sub-Committee, Messrs. Fennelly and Bachelder.

BOWDITCH SCHOOL DISTRICT.

COMMITTEE.

John P. Ordway, *Chairman*, Henry Colman, *Secretary*,
John P. Reynolds, Richard J. Fennelly,
George F. Bigelow, James Convoye,
William T. Adams, Edward C. Leonard,
John M. Maguire, George A. Thayer.
Edward B. Rankin,

BOWDITCH SCHOOL.

South Street.

Alfred Hewins, *Master*. Mary M. T. Foley, *Head Assistant*.
Frances R. Honey, *Master's Assistant*. Susan H. Thaxter, *Head Assistant*.
Clarinda R. F. Treadwell, *Head Assistant*.

ASSISTANTS.

Caroline W. Marshall, Mary E. Nichols,
Caroline E. Jennison, Ellen M. S. Treadwell,
Margaret E. Sheehan, Annie B. Thompson,
Ruth H. Clapp, Sarah A. Pope.
Eliza M. Eevrt,
Eliza A. Baxter, *Teacher of Sewing*. Henry Farmer, *Janitor*.

PRIMARY SCHOOLS.

Cove Street.

Amelia E. N. Treadwell. *Sub-Committee*, Mr. Maguire.
Octavia C. Heard. " Mr. Adams.
Ellen L. F. Collins. " Mr. Reynolds.

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Hannah E. G. Gleason.	*Sub-Committee*,	Mr. Colman.
Maria J. Coburn.	"	Mr. Rankin.
Sophronia N. Herrick.	"	Mr. Fennelly.
Julia M. Driscoll.	"	Mr. Ordway.
Matilda Mitchell.	"	Mr. Bigelow.
Marian A. Flynn.	"	Mr. Leonard.

East Street.

Anna M. Le Cain.	*Sub-Committee*,	Mr. Thayer.

BOWDOIN SCHOOL DISTRICT.

COMMITTEE.

Adino B. Hall, *Chairman*,
J. Baxter Upham,
John F. Jarvis,
John H. Woodbury,
William A. Rust,
Hall Curtis, *Secretary*,
William O. Johnson,
James Reed,
Ezra Palmer,
Samuel H. Wentworth.

BOWDOIN SCHOOL.

Myrtle Street.

Daniel C. Brown, *Master*.
Sarah J. Mills, *Head Assistant*.
Mary Young, *Head Assistant*.
Sarah O. Brickett, *Head Assistant*.

ASSISTANTS.

Eliza A. Fay,
Irene W. Wentworth,
Lucy C. Gould,
Mary F. Grant,
Sophia B. Horr,
Martha A. Palmer,
Ada L. Cushman
S. Frances Perry.
Catharine E. Bigelow, *Sewing Teacher*.

PRIMARY SCHOOLS.

Somerset Street.

Clara A. Robbins.	*Sub-Committee*,	Mr. Woodbury.
Annie K. Adams.	"	Mr. Johnson.

Old Phillips School-House.

Sarah F. Russell.	*Sub-Committee*,	Mr. Jarvis.
Elizabeth R. Preston.	"	Mr. Reed.
Annie M. Heustis.	"	Mr. Upham.

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26 Charles Street.

Clementine A. Baker. *Sub-Committee*, Mr. Curtis.

Joy Street.

Mary E. Ames. *Sub-Committee*, Mr. Hall.

Blossom Street.

Olive Ruggles.	*Sub-Committee*,	Mr. Wentworth.
Julia T. Jellison.	"	Mr. Palmer.
C. Eliza Wason,	"	Mr. Curtis.
Lydia A. Isbel.	"	Mr. Johnson.

BOYLSTON SCHOOL DISTRICT.

COMMITTEE.

Solon Thornton, *Chairman*,
John P. Reynolds,
John P. Ordway,
Eben R. Frost,
Francis D. Stedman,
John M. Maguire,
Abijah Richardson, *Secretary*,
Joseph D. Fallon,
Hugh J. Tolland,
Samuel G. Bowdlear,
William H. Baldwin,
Henry J. Colman.

BOYLSTON SCHOOL.

Washington Street, near Dover Street.

John Jameson, *Master*.
Henry H. Kimball, *Sub-Master*.
Mary A. Davis, *Head Assistant*.

ASSISTANTS.

Mary L. Holland,
Mary H. Cashman,
Emily S. Hutchins,
Bridget A. Foley,
Caroline R. Dawes, *Teacher of Sewing*.
Jane M. Bullard,
Eliza J. Dyar,
L. Ella Bacon,
Mary L. H. Gerry.
Edward M. Chase, *Janitor*.

PRIMARY SCHOOLS.

Way Street.

Mary E. Sawyer.
Sub-Committee, Messrs. Thornton and Baldwin.
Charlotte L. Young.
Sub-Committee, Messrs. Reynolds and Fallon.
Adelaide S. Granger.
Sub-Committee, Messrs. Frost and Richardson.

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Genesee Street.

Susan H. Chaffee.
Sub-Committee, Messrs. Stedman and Toland.
Harriet M. Bolman.
Sub-Committee, Messrs. Richardson and Colman.
Anna T. Corliss.
Sub-Committee, Messrs. Ordway and Maguire.

BRIMMER SCHOOL DISTRICT.

COMMITTEE.

J. Coffin Jones Brown, *Chairman*,
Charles Hutchins,
William Woods,
James Conboye,
Joseph Willard,
David W. Foster,
Charles J. Prescott, *Secretary*,
Henry P. Shattuck,
Eben R. Frost,
Solon Thornton,
Samuel B. Cruft.

BRIMMER SCHOOL.

Common Street.

Joshua Bates, *Master*.
T. H. Wason, *Usher*.
Rebecca L. Duncan, *Master's Head Assistant*.
E. Bentley Young, *Sub-Master*.
Abba D. Hawkes, *Head Assistant*.

ASSISTANTS.

Kate C. Martin,
Luthera W. Bird,
Annie P. James,
Mercie A. Davie,
Helen L. Bodge,
Mercie T. Snow,
Amanda Snow,
Caroline J. Spaulding,
Sarah P. March.

PRIMARY SCHOOLS.

Skinner School, Fayett Street.

Frances B. Dewey.	*Sub-Committee*,	Mr. Woods.
Emma F. Burrill.	"	Mr. Willard.
Deborah K. Burgess.	"	Mr. Cruft.
Eliza F. Moriarty.	"	Mr. Foster.
Malvina R. Brigham.	"	Mr. Thornton.

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Starr King School, Tennyson Street.

Rebecca J. Weston.	*Sub-Committee*,	Mr. Hutchins.
Annie E. English.	"	Mr. Willard.
Lucy H. Symonds.	"	Mr. Woods.
Sarah Farley.	"	Mr. Frost.
Helen E. Boothby.	"	Mr. Prescott.
Sarah R. Bowles.	"	Mr. Foster.
Eliza E. Foster.	"	Mr. Shattuck.

CHAPMAN SCHOOL DISTRICT.

COMMITTEE.

Willard S. Allen, *Chairman*,
Warren H. Cudworth,
John Noble,
Henry S. Washburn,
Reuben Peterson, Jr., *Secretary*,
George H. Plummer,
John H. Woodbury.

CHAPMAN SCHOOL.

Eutaw Street, East Boston.

George R. Marble, *Master.*
Orlando W. Dimick, *Sub-Master.*
Mary E. Allen, *Master's Head Assistant.*
Sara F. Tenney, *Head Assistant.*
Maria D. Kimball, *Head Assistant.*
Philura Wright, *Head Assistant.*

ASSISTANTS.

Jane F. Reid,
Sarah T. Synett,
Sarah A. Henshaw,
Abby A. Cook,
Adeline A. Spencer,
Mary E. Buffum,
Harriet B. Morrill.
John Sellers, *Janitor.*

PRIMARY SCHOOLS.

Monmouth Street.

H. F. Crafts. *Sub-Committee*, Mr. Allen.

Lexington Street.

Marietta Duncan,
Mary C. Hall,
Harriet C. Bates.
Mrs. Abby Weston, *Janitor.*

Sub-Committee, Mr. Peterson.

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Porter Street.

Judith P. Meader,
Abigail D. Beal,
Caroline S. Litchfield,
Jane M. Peaslee,
Helen T. Higgins,
Elizabeth E. White.
Mrs. W. Lewis, *Janitor.*

Sub-Committee, Messrs. Allen and Peterson.

COMINS SCHOOL DISTRICT.

COMMITTEE.

George M. Hobbs, *Chairman,*
Joel Seaverns,
James Morse,
James Waldock,
Horatio G. Morse,
Charles K. Dillaway, *Secretary,*
John Kneeland,
George F. Emery,
Treffle Garceau,
Albert E. Dunning.

COMINS SCHOOL.

Tremont Street, cor. of Gore Avenue.

Daniel W. Jones, *Master.*
Alfred Bunker, *Sub-Master.*
Annie H. Shurtleff, *Master's Head Assistant.*
Florence E. Tilton, *Head Assistant.*
Dora O. Wait, *Head Assistant.*
Almira W. Chamberline, *Head Assistant.*
Eliza C. Fisher, *Head Assistant.*

ASSISTANTS.

Martha A. Cummings,
Adelina May,
Julia A. C. Gray,
Emma E. Towle,
——— ———,
Charlotte P. Williams,
Delia M. Upham,
E. Josephine Page,
Emily Swain,
Penelope G. Hayes.

PRIMARY SCHOOLS.

Heath Street.

Jean B. Lawrence,
Sarah J. Cook.
Sub-Committee, Mr. Dillaway.
Ellen H. Holt.
Sub-Committee, Geo. F. Emery

Francis Street.

——— ———, ——— ———
Sub-Committee, Mr. Waldock.

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Phillips Street.

Annie E. Clark.	*Sub-Committee*, Mr. Waldock.
Caroline L. Bicknell,	Sarah E. Haskins.
	Sub-Committee, Mr. Kneeland.
Kate M. Murphy,	Amelia F. Boston.
	Sub-Committee, Mr. Morse.
M. Louisa Cummings.	*Sub-Committee*, Mr. Garceau.
Caroline M. Brackett.	" Mr. Seaverns.
Sarah B. Bancroft.	" Mr. Garceau.
Annie L. Hudson.	" Mr. Seaverns.

Cottage Place.

Elizabeth F. Johnson.	*Sub-Committee*, Mr. Emery.
Josephine Maxfield.	" Mr. Dunning.
Adaline Beal.	" Mr. James Morse.
——— ———, ——— ———	" Mr. Dunning.

DEARBORN SCHOOL DISTRICT.

COMMITTEE.

James Morse, *Chairman*,
Moody Merrill,
John O. Means,
Ira Allen,
Horatio G. Morse,
Joseph A. Tucker,
George W. Adams, *Secretary*,
Treffle Garceau,
George F. Emery,
George H. Lloyd,
Joel Seaverns.

DEARBORN SCHOOL.

Dearborn Place.

William H. Long, *Master*.
Harlan P. Gage, *Sub-Master*.
Harriet E. Burrell, *Head Assistant*.
Evelyn L. Holbrook, *Head Assistant*.
L. Anna Dudley, *Master's Assistant*.
Philena W. Rounseville, *Head Assistant*.

ASSISTANTS.

Cynthia G. Melvin,
Sarah H. Hosmer,
Anne M. Backup,
Elizabeth M. Wood,
Phebe H. Simpson,
Mary E. McCarty,
Frances L. Bredeen,
Clara T. Fisher,
Louise D. Gage,
Elizabeth R. Wallis,
Mary F. Walsh.
Michael J. Lally, *Janitor*.
Catherine G. Horner, *Sewing Teacher*.

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PRIMARY SCHOOLS.

Eustis Street.

Mary F. Neale, Abbie L. Baker.
Sub-Committee, James Morse.
Clarabel E. Chapman, Kate M. Wallace.
Sub-Committee, George H. Lloyd.

George Street.

Mary M. Sherwin, Mary C. Smith.
Sub-Committee, Horatio G. Morse.
Clara L. Hewes. Emily M. Pevear.
Sub-Committee, John O. Means.
Flora J. Cutter, Clara F. Conant.
Sub-Committee, Treffle Garceau.

Yeoman Street.

Anna M. Balch, Susan F. Rowe.
Sub-Committee, Ira Allen.
Ellen M. Oliver, Mary E. Nason.
Sub-Committee, George W. Adams.
Ada L. McKean, Mary Lincoln.
Sub-Committee, Moody Merrill.
Harriette K. Dunham. *Sub-Committee*, Joel Seaverns.

DWIGHT SCHOOL DISTRICT.

COMMITTEE.

Wm. H. Learnard, *Chairman*, Stephen G. Deblois, *Secretary*,
Robert C. Waterston, John W. Porter,
William B. Merrill, Abijah Richardson,
George H. Nichols, Samuel B. Cruft,
Lyman Mason, Henry C. Hunt.
William H. Baldwin,

DWIGHT SCHOOL.

West Springfield Street.

James A. Page, *Master*. Silas H. Haskell, *Sub-Master*.
——— ———, *Usher*. Ruth J. Rich, *Master's Assistant*.
Martha E. Pritchard, *Head Assistant*.

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ASSISTANTS.

Mary C. R. Towle,
Margaret P. Kelley,
Caroline E. Jones,
Mary E. Trow,
Laura A. Pendleton,
Elizabeth J. Kelley,
Amelia M. Hinckley.

PRIMARY SCHOOLS.

Rutland Street.

Augusta A. Davis.	*Sub-Committee,*	Mr. Waterston.
Martha B. Lucas.	"	Mr. Richardson.
Sarah E. Crocker.	"	Mr. Deblois.
Henrietta Draper.	"	Mr. Nichols.
Clara B. Gould.	"	Mr. Baldwin.
Anna Severance.	"	Mr. Cruft.

ELIOT SCHOOL DISTRICT.

COMMITTEE.

George D. Ricker, *Chairman,*
George F. Haskins,
John F. Flynn,
James M. Badger,
Lucius Slade,
William J. Porter, *Secretary,*
John W. Fraser,
James A. McDonough,
Frank B. Clock,
Nathaniel B. Shurtleff.

ELIOT SCHOOL.

North Bennet Street.

Samuel W. Mason, *Master.*
Walter H. Newell, *Sub-Master.*
Granville S. Webster, *Usher.*
Adolin M. Steele, *Head Assistant.*
Frances M. Bodge, *Master's Assistant.*

ASSISTANTS.

Elizabeth M. Turner,
Kate L. Dodge,
Ella M. Wilkins,
Clara A. Newell,
Mary E. Hanney,
Hannah M. Seavey,
Augusta O. Welch,
Mary Heaton,
Clara Winning,
Emily F. Marshall,
Frances Giles.

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PRIMARY SCHOOLS.

Snelling Place.

Harriet S. Boody.	*Sub-Committee*,	Mr. Ricker.
Mary A. J. Robinson.	"	Mr. Porter.
Cleone G. Tewksbury.	"	Mr. Badger.
Harriet E. Lampee.	"	Mr. McDonough.
Sophia Sheppard,	Sarah A. Winsor.	

Sub-Committee, Mr. Flynn.

Charter Street.

Josephine O. Paine.	*Sub-Committee*,	Mr. Fraser.
J. Ida Munroe.	"	Mr. Badger.
Juliaette Davis.	"	Mr. Porter.
Sarah Ripley.	"	Mr. Slade.
Julia A. Cutts.	"	Mr. Fraser.
Eliza Brintnall.	"	Mr. Clock.

North Bennet Street.

Ann A. Coleman.	*Sub-Committee*,	Mr. Ricker.
Mary E. Barrett.	"	Mr. Haskins.
Kate S. Sawyer.	"	Mr. Shurtleff.
Adelaide E. Badger.	"	Mr. Ricker.

EVERETT SCHOOL DISTRICT.

COMMITTEE.

Robert C. Waterston, *Chairman*,
Wm. H. Learnard, Jr.,
Wm. B. Merrill,
George H. Nichols,
Lyman Mason,
Stephen G. Deblois, *Secretary*,
Sam'l G. Bowdlear,
Wm. F. Brigham,
Wm. H. Baldwin,
Sam'l B. Cruft.

EVERETT SCHOOL.

West Northampton Street.

George B. Hyde, *Master*.
Margaret E. Johnson, *Master's Assistant*.
S. Itora Chandler, *Head Assistant*.
Janet M. Bullard, *Head Assistant*.
Anna C. Ellis, *Head Assistant*.

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ASSISTANTS.

Maria S. Whitney,
Mary A. Gavett,
Ann R. Gavett,
Louise M. Alline,
E. L. P. Shannon,
Martha A. Sargent, *Sewing Teacher.*
Susan S. Foster,
Abby C. Haslett,
Eva M. Keller,
Clara Nelson,
Sarah W. Pollard.
Edward Bannon, *Janitor.*

PRIMARY SCHOOLS.

West Concord Street.

Eliza C. Gould.	*Sub-Committee,*	Mr. Nichols.
Mary H. Downe.	"	Mr. Mason.
Mary A. Crocker.	"	Mr. Merrill.
Alice E. Shedd.	"	Mr. Baldwin.
Caroline S. Lamb.	"	Mr. Learnard.
Lydia A. Sawyer.	"	Mr. Brigham.
Mary J. O'Connor.	"	Mr. Waterston.
Hannah M. Coolidge.	"	Mr. Cruft.
Emma Halstrick.	"	Mr. Deblois.
Lydia F. Blanchard.	"	Mr. Bowdlear.

FRANKLIN SCHOOL DISTRICT.

COMMITTEE.

Samuel G. Bowdlear, *Chairman,*
Wm. H. Learnard,
Charles Hutchins,
Charles L. Flint,
Francis D. Stedman,
George H. Nichols,
Wm. T. Brigham, *Secretary,*
Stephen G. Deblois,
Wm. H. Baldwin,
John H. McKendry,
Abijah Richardson,
William Read

FRANKLIN SCHOOL.

Ringgold Street.

Granville B. Putnam, *Master.*
Jane S. Tower, *Masters Assistant.*
Sarah A. Gale, *Head Assistant.*
Isabella M. Harmon, *Head Assistant.*
Catherine T. Simonds, *Head Assistant.*

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ASSISTANTS.

Mary L. Masters,
Martha J. Burge,
Elizabeth S. Maynard,
P. Catherine Bradford,
Annie E. Parker,
Elizabeth J. Brown,
Caroline A. Mason,
Sarah D. Hamlin,
Mary A. Mitchell.
Mary A. Lincoln, *Janitor.*
Elizabeth D. Cutter, *Teacher of Sewing.*

PRIMARY SCHOOLS.

Groton Street.

Harriet M. Faxon.	*Sub-Committee,*	Mr. Hutchins.
Georgiana E. Abbott.	"	Mr. McKendry.
Frances J. Crocker.	"	Mr. Deblois.
Caroline A. Miller.	"	Mr. Learnard.
Lucy A. Cate.	"	Mr. Baldwin.
Isadora Page.	"	Mr. Read.

HANCOCK SCHOOL DISTRICT.

COMMITTEE.

Lucius Slade, *Chairman,*
George D. Ricker,
George F. Haskins,
James M. Badger,
James A. McDonough,
John H. Woodbury,
John F. Flynn, *Secretary,*
Adino B. Hall,
John W. Frazer,
Wm. J. Porter,
Charles C. Perkins.

HANCOCK SCHOOL.

Parmenter Street (late Richmond).

James W. Webster, *Master.*
Ellen C. Sawtelle, *Master's Assistant.*
Ellen A. Hunt, *Head Assistant.*
Emily F. Fessenden, *Head Assistant.*
Martha F. Winning, *Head Assistant.*

ASSISTANTS.

Emilie A. Siesbüttel,
Helen M. Hitchins,
Susan E. Allen,
Mary E. Skinner,
Sophia L. Sherman,
Amy E. Bradford,
Josephine M. Robertson,
Clara E. Bell,
Mary A. Ross.

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Cushman Building.

Marie L. Macomber, *Head Assistant.*

ASSISTANTS.

Achsah Barnes,
Annie E. Caldwell,
Mary H. Cheney, *Sewing Teacher.*
Olive M. E. Rowe,
Anna N. Jacobs.
Franklin Evelyth, *Janitor.*

PRIMARY SCHOOLS.

Cushman School, Parmenter Street.

Sarah E. Ward.	*Sub-Committee,*	Mr. Perkins.
Adeline S. Bodge.	"	Mr. McDonough.
Harriet M. Fraser.	"	Mr. Fraesr.
Augusta H. Barrett.	"	Mr. Badger.
Rosanna B. Raycroft.	"	Mr. Fraser.
Grace M. Harkins.	"	Mr. Porter.
Mary J. Clark.	"	Mr. Woodbury.
Marcella C. Halliday.	"	Mr. Haskins.
Sarah F. Ellis.	"	Mr. Hall.
Elizabeth A. Fisk.	"	Mr. Slade.
Maria A. Gibbs.	"	Mr. Haskins.
Charles Bryant, *Janitor.*		

Cooper Street.

Lucy A. Pike.	*Sub-Committee,*	Mr. Flynn.
Teresa M. Gargan.	"	Mr. McDonough.

Thacher Street.

Sarah L. Shepherd.	*Sub-Committee,*	Mr. Badger.
Sarah J. Copp.	"	Mr. Flynn.
Lucy C. Flynn.	"	Mr. Ricker.

Ingraham School, Sheafe Street.

Josephine B. Silver.	*Sub-Committee,*	Mr. Porter.
Martha F. Boody.	"	Mr. Hall.
Esther W. Mansfield.	"	Mr. Ricker.

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LAWRENCE SCHOOL DISTRICT.

COMMITTEE.

Warren P. Adams, *Chairman*,
Liberty D. Packard,
John S. H. Fogg,
Samuel F. Bachelder,
James Conboye,
Hugh J. Toland,
P. J. Whelton, *Secretary*,
Christopher A. Connor,
Richard J. Fennelly,
George A. Thayer,
Edward C. Leonard.

LAWRENCE SCHOOL.

B Street, corner of Third Street.

Larkin Dunton, *Master*.
Amos M. Leonard, *Sub-Master*.
D. A. Hamlin, *Usher*.
Henry L. Clapp, *Usher*.
Alice Cooper, *Master's Assistant*.
Emma P. Hall, *Head Assistant*.

ASSISTANTS.

Mary E. H. Ottiwel,
Abbie C. Burge,
Margaret A. Gleason,
Mary A. Conroy,
Mary W. Bragdon,
Filena Hurlbutt,
Martha S. Damon,
Margaret Holmes,
Margarette A. Moody,
Catharine M. Lynch,
Mary E. Stubbs,
M. Louise Gillette.

PRIMARY SCHOOLS.

Broadway.

Mary A. Montague.	*Sub-Committee*,	Mr. Thayer.
Lucy M. Cragin.	"	Mr. Connor.
Anna M. Elwell.	"	Mr. Fogg.
Ada A. Bradeen.	"	Mr. Packard.
Willietta Bicknell.	"	Mr. Fennelly.
Elizabeth S. Lakeman.	"	Mr. Bachelder.
M. E. Witherell.	"	Mr. Toland.
Elizabeth A. McGrath.	"	Mr. Whelton.
Ann E. Newell.	"	Mr. Leonard.
Ophelia S. Newell.	"	Mr. Packard.
Sarah M. Brown.	"	Mr. Thayer.
Alice W. Baker.	"	Mr. Fogg.

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LEWIS SCHOOL DISTRICT.

COMMITTEE.

George H. Monroe, *Chairman*,
P. O'Meara Edson,
Moody Merrill,
George M. Hobbs,
George E. Emery,
Joseph A. Tucker,
John Kneeland, *Secretary*,
Charles K. Dillaway,
William W. Swan,
Joel Seaverns,
George H. Lloyd.

LEWIS SCHOOL.

Corner of Dale and Sherman Streets.

William L. P. Boardman, *Master.*
Charles F. King, *Sub-Master.*
Eunice C. Atwood, *Head Assistant.*
Elizabeth S. Morse, *Head Assistant.*
Sarah E. Fisher, *Master's Head Assistant.*

ASSISTANT.

Emily B. Eliot,
Henrietta M. Young,
Maria L. Miller,
Lucetta F. Bean,
Malvina L. Sears, *Sewing Teacher.*
Louise J. Hovey,
Susan A. Dutton,
Martha C. Gerry.
Gilbert S. May, *Janitor.*

PRIMARY SCHOOLS.

Thornton Street.

Joanna Monroe.	*Sub-Committee*, Mr. Hobbs.
Alice C. Pierce.	" Mr. Emery.

Winthrop Street.

Frances N. Brooks.	*Sub-Committee*, Mr. Merrill.
Eliza J. Goss.	" Mr. Kneeland.
Helen Crombie.	" Mr. Edson.
Caroline Eliot.	" Mr. Seaverns.

Monroe Street.

A. B. Russell.	*Sub-Committee*, Mr. Dillaway.
Maria L. Burrell.	" Mr. Lloyd.

Mount Pleasant Avenue.

Annie E. Boynton.	*Sub-Committee*, Mr. Tucker.
Frances H. C. Bradley.	

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LINCOLN SCHOOL DISTRICT.

COMMITTEE.

Francis H. Underwood, *Chairman*,
John S. H. Fogg,
Warren P. Adams,
Samuel F. Bachelder,
Liberty D. Packard, *Secretary*,
George A. Thayer,
Hugh J. Toland,
Edward C. Leonard.

LINCOLN SCHOOL.

Broadway, near K Street.

C. Goodwin Clark, *Master*.
Alonzo G. Ham, *Sub-Master*.
Mary E. Balch, *Head Assistant*.
Clara S. Nye, *Master's Assistant*.
Margaret J. Stuart, *Head Assistant*.
Ellen L. Pendleton, *Head Assistant*.

ASSISTANTS.

Harriet E. Marcy,
Vodiza J. Comey,
—— ——
Emogene F. Willet,
Susan Carty,
Margaret Reid, *Teaching of Sewing*.
Abbie M. Cochrane,
Myra S. Butterfield,
Abbie M. Holder,
Martha B. Dinsmore,
Ellen R. Wyman.
Joshua B. Emerson, *Janitor*.

PRIMARY SCHOOLS.

City Point, Fourth Street, near L.

Elizabeth M. Easton,
Josephine F. Krogman,
Emma L. B. Hintz,
Mary Cutler,
Mary A. Crosby,
Matilda E. Stevens.

Sub-Committee, Messrs. Underwood, Bachelder, and Packard.

Capen School, Corner of I and Sixth Streets.

Laura J. Gerry,
Susan Hutchinson,
—— ——
Mary E. Powell,
Mary H. Faxon.

Sub-Committee, Messrs. Thayer, Fogg, and Adams.

LYMAN SCHOOL DISTRICT.

COMMITTEE.

Henry S. Washburn, *Chairman*,
Warren H. Cudworth,
John Noble,
George H. Plummer,
George D. Ricker, *Secretary*,
Willard S. Allen,
Reuben Peterson, Jr.

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LYMAN SCHOOL.

Corner of Paris and Decatur Streets.

Hosea H. Lincoln, *Master.*
George K. Daniel, Jr., *Sub-Master.*
Eliza F. Russell, *Head Assistant.*
Cordelia Lothrop, *Master's Assistant.*
Mary A. Turner, *Head Assistant.*

ASSISTANTS.

Amelia H. Pitman,
Mary P. E. Tewksbury,
Susan J. Adams,
Clara M. Hovey,
Lucy J. Lothrop,
Harriet N. Webster,
Emma P. Morey.
Frances C. Close, *Sewing Teacher.*

PRIMARY SCHOOLS.

Paris Street.

Susan H. M. Swan,
Angeline M. Cudworth,
Anna I. Duncan,
Harriet N. Tyler,
Abby M. Allen,
Elizabeth A. Turner.

Sub-Committee, Mr. Plummer.

Webster Street.

Mary E. Morse.

Sub-Committee, Mr. Washburn.

MAYHEW SCHOOL DISTRICT.

COMMITTEE.

Samuel H. Wentworth, *Chairman,*
William A. Rust,
Lucius Slade,
John F. Flynn,
Adino B. Hall,
Frank B. Clock, *Secretary,*
William J. Porter,
Ezra Palmer,
Edward B. Rankin.

MAYHEW SCHOOL

Hawkins Street.

Samuel Swan, *Master.*
Quincy E. Dickerman, *Sub-Master.*
Emily A. Moulton, *Master's Assistant.*
George W. M. Hall, *Usher.*

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ASSISTANTS.

Luciette A. Wentworth,
Sarah W. I. Copeland,
Elizabeth L. West,
Helen M. Coolidge,
Elizabeth S. Parker,
Adeline F. Cutter,
Alicia O. Quinby,
Alice A. Tufts,
Ruth E. Rowe.

PRIMARY SCHOOLS.

Grant Place, Chardon Street.

Emeline C. Farley,	*Sub-Committee,*	Mr. Rust.
Ann M. F. Sprague.	"	Mr. Slade.
Adelaide C. Williams.	"	Mr. Clock.
Abby W. Spiller.	"	Mr. Porter.
Affie T. Wier.	"	Mr. Palmer.

Cooper Street.

Harriet A. Farrow.	*Sub-Committee,*	Mr. Rankin.
Harriet S. Lothrop.	"	Mr. Hall.

NORCROSS SCHOOL DISTRICT.

COMMITTEE.

Christopher A. Connor, *Chairman,*
John S. H. Fogg,
Samuel F. Bachelder,
Warren P. Adams,
Francis H. Underwood,
Richard J. Fennelly, *Secretary,*
Hugh J. Toland,
James Conboye,
P. J. Whelton,
George A. Thayer.

NORCROSS SCHOOL.

Corner of D and Fifth Streets.

Josiah A. Stearns, *Master.*
Fiducia S. Wells, *Head Assistant.*
Mary J. Fennelly, *Master's Head Assistant.*

ASSISTANTS.

Amanda Marble,
Sarah A. Gallagher,
Juliette Wyman,
Miranda A. Bolkcom,
Juliette Smith,
Mary G. Lanning,
Sarah B. Abbott,
Mary Kyle,
Anne M. Prescott,
Harriet E. Johnston,
Emma L. Eaton.

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PRIMARY SCHOOLS.

Parkman School, Silver Street, near Dorchester Avenue.

Amelia McKensie,	*Sub-Committee*,	Mr. Fennelly.
Harriet L. Rayne.	"	Mr. Toland.
Charlotte L. Jefferds.	"	Mr. Adams.
Isabel M. Kelren.	"	Mr. Thayer.
Mary F. Peeler.	"	Mr. Connor.
Mary G. A. Toland.	"	Mr. Conboye.

Drake School, Corner of C and Third Streets.

Laura A. Read.	*Sub-Committee*,	Mr. Fogg.
Mary K. Davis.	"	Mr. Whelton.
Garafelia M. Morse.	"	Mr. Underwood.
Abby C. Nickerson.	"	Mr. Bachelder.
Lucinda Smith.	"	Mr. Connor.
Sarah V. Cunningham.	"	Mr. Fennelly.

D Street Church.

Frances W. Hussey.	*Sub-Committee*,	Mr. Thayer.
Ellen J. Cashman.	"	Mr. Toland.

PHILLIPS SCHOOL DISTRICT

COMMITTEE.

William O. Johnson, *Chairman*,
William A. Rust,
J. Baxter Upham,
S. K. Lothrop,
John F. Jarvis,
Hall Curtis,
James Reed, *Secretary*,
John H. Woodbury,
Joseph Willard,
Nathaniel B. Shurtleff,
Loring Lothrop.

PHILLIPS SCHOOL.

Phillips Street.

James Hovey, *Master*.
Elias H. Marston, *Sub-Master*.
Annie E. Friend, *Master's Assistant*.
George Perkins, *Usher*.
Laura M. Porter, *Head Assistant*.

ASSISTANTS.

Elvira M. Harrington,
Hannah M. Sutton,
Victoria M. Goss,
——— ———,
Georgianna A. Monroe,
Sarah E. Frye,
Esther E. Ball.
Martha F. Whitman,

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PRIMARY SCHOOLS.

Phillips Street.

Elizabeth W. Nickerson.	*Sub-Committee,*	Mr. Johnson.
Sarah A. M. Turner.	"	Mr. Curtis.
Caroline A. Morrill.	"	Mr. Woodbury

Anderson Street.

Eliza A Corthell.	*Sub-Committee,*	Mr. Jarvis.
Barbara C. Farrington.	"	Reed.

Joy Street.

Elizabeth N. Smith.	*Sub-Committee,*	Mr. Willard.

Phillips School-House.

Ella F. Wright.	*Sub-Committee,*	Mr. Shurtleff.

PRESCOTT SCHOOL DISTRICT.

COMMITTEE.

John Noble, *Chairman,*
Warren H. Cudworth,
Henry S. Washburn,
George H. Plummer,
John W. Fraser, *Secretary,*
Willard S. Allen,
Reuben Peterson, Jr.

PRESCOTT SCHOOL.

Prescott Street, East Boston.

James F. Blackinton, *Master.*
Lewis H. Dutton, *Sub-Master.*
Bernice A. De Merritt, *Head Assistant.*
Elizabeth R. Drowne, *Master's Assistant.*
Louise S. Hotchkiss, *Head Assistant.*
Frances H. Turner, *Head Assistant.*

ASSISTANTS.

Mary A. Ford,
Ellenette Pillsbury,
Mary D. Day,
Lucy E. David,
Harriet N. Weed,
Caroline B. Bigelow,
Annie G. De Silva.

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PRIMARY SCHOOLS.

Prescott School-House.

Hannah L. Manson,
Emma C. Reed,
Almaretta J. Critchett,
Margaret A. Bartlett.

Sub-Committee, Messrs. Noble and Fraser.

Rice Building, Saratoga Street.

Caroline Ditson,
Elizabeth W. Hazell,
Mary M. Foster.

Sub-Committee, Messrs. Peterson and Noble.

Bennington-street Chapel.

Mary E. Plummer,
Harriet F. Parker.

Sub-Committee, Mr. Noble.

QUINCY SCHOOL DISTRICT.

COMMITTEE.

Joseph D. Fallon, *Chairman*,
William Woods,
Henry P. Shattuck,
John P. Reynolds,
John P. Ordway,
John M. Maguire,
James Conboye,
Edward B. Rankin, *Secretary*,
Solon Thornton,
George A. Thayer,
Edward C. Leonard,
David W. Foster,
Henry J. Coleman.

QUINCY SCHOOL.

Tyler Street.

E. Frank Wood, *Master*.
Henry C. Bullard, *Usher*.
Olive M. Page, *Head Assistant*.
George W. Neal, *Sub-Master*.
Annie M. Lund, *Master's Head Assistant*.

ASSISTANTS.

Louisa F. Monroe,
Josephine M. Hanna,
Ellen J. Frost,
Charlotte L. Wheelwright,
Margaret F. Tappan,
Emily J. Tucker,
Mary E. Fogarty,
Ellen G. O'Leary,
Emily B. Peck.

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PRIMARY SCHOOL.

East Street.

Harriette A. Bettes,	*Sub-Committee*,	Mr. Shattuck.
Priscilla Johnson.	"	Mr. Reynolds.
Sarah E. Lewis.	"	Mr. Woods.
Emily E. Maynard.	"	Mr. Foster.
Julia A. O'Hara.	"	Mr. Ordway.
Lavonne E. Walbridge.	"	Mr. Conboye.
Ellen E. Leach.	"	Mr. Maguire.
Susan Frizzell.	"	Mr. Rankin.
Loiusa Bowker.	*Sub-Committee*, Messrs.	Coleman and Leonard.
Mary L. Richards.	" "	Thornton and Thayer
Julia A. Valentine.	"	Mr. Fallon.

RICE SCHOOL DISTRICT.

COMMITTEE.

Charles L. Flint, *Chairman*,
Wm. B. Merrill,
J. Coffin Jones Brown,
Henry C. Hunt,
Charles Hutchins,
Samuel G. Bowdlear,
Charles J. Prescott, *Secretary*,
Lyman Mason,
William T. Brigham,
William H. Baldwin,
William Read.

RICE SCHOOL.

Corner of Dartmouth and Appleton Streets.

Lucius A. Wheelock, *Master*.
Charles F. Kimball, *Usher*.
E. Maria Simonds, *Head Assistant*.
Edward Southworth, *Sub-Master*.
Florena Gray, *Master's Assistant*.

ASSISTANTS.

Florence Marshall,
Clara M. Simonds,
Hannah E. Bradley,
Harriet W. Leatherbee,
Mary J. Allison,
Harriet D. Hinckley,
Ella T. Gould,
Henrietta Jenkins,
Dora Brown,
Eliza Cox.

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PRIMARY SCHOOLS.

Suffolk Street.

Josephine G. Whipple.	*Sub-Committee*,	Mr. Reed.
Georgianna A. Ballard.	"	Mr. Baldwin.
Frances M. Sylvester.	"	Mr. Prescott.
C. Josephine Bates.	"	Mr. Hutchins.
Jane E. Haskell.	"	Mr. Mason.

Appleton Street.

Mary Beal.	*Sub-Committee*,	Mr. Prescott.
Ella F. Wyman.	"	Mr. Brigham.
Ella B. Cheney.	"	Mr. Flint.
Grace Hooper.	"	Mr. Bowdlear.
Martha Sprague.	"	Mr. Hunt.

SHERWIN SCHOOL DISTRICT.

COMMITTEE.

Ira Allen, *Chairman*,
John Kneeland,
John O. Means,
Stephen G. Deblois,
Joseph A. Tucker,
P. O'Meara Edson, *Secretary*,
Treffle Garceau,
Moody Merrill,
Albert E. Dunning,
George H. Lloyd.

SHERWIN SCHOOL.

Windsor Street, fronting Madison square.

S. C. Stone, *Master*.
Julia F. Long, *Master's Head Assist.*
Lucy L. Burgess, *Head Assistant*.
Elizabeth B. Walton,
Clara H. Balch,
Harriet A. Lewis,
Charles W. Hill, *Sub-Master*.
S. Maria Wheeler, *Head Assistant*.
Martha A. Smith, *Head Assistant*.
Sarah R. Bonney,
Josephine D. Snow,
Marian Henshaw.

ASSISTANTS.

Frances McDonald,
E. Elizabeth Boies,
Frances L. Stockman,
Maria L. Young, *Sewing Teacher*.
Caroline K. Nickerson,
Isadora Bonney,
Alice T. Kelley,

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PRIMARY SCHOOLS.

Weston Street.

Anna G. Fillebrown, Mary E. Gardner.
Sub-Committee, Mr. Kneeland.
Annie E. McDonald, Martha E. Page.
Sub-Committee, Mr. Means.

Franklin Place.

Emma A. Parker, Sarah J. Davis.
Sub-Committee, Mr. Allen.
Elizabeth F. Todd, Clara C. Walker.
Sub-Committee, Mr. Garceau.

Avon Place.

Adeline L. Reed, Abby E. Ford.
Sub-Committee, Mr. Tucker.

Day's Chapel.

Emily L. Marston. *Sub-Committee*, Mr. Lloyd.

Mill Dam.

Annie H. Berry. *Sub-Committee*, Mr. Dunning.

SHURTLEFF SCHOOL DISTRICT.

COMMITTEE.

John S. H. Fogg, *Chairman*,
Francis H. Underwood,
Warren P. Adams,
Baylies Sanford,
P. J. Whelton,
Samuel F. Bachelder, *Secretary*,
George A. Thayer,
Christopher A. Connor,
Nath'l B. Shurtleff.

SHURTLEFF SCHOOL.

Dorchester Street, South Boston.

Henry C. Hardon, *Master*.
Ellen E. Morse, *Head Assistant*.
Emeline L. Tolman, *Head Assistant*.
Anna M. Penniman, *Master's Assistant*.
Lavinia B. Pendleton, *Head Assistant*.

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ASSISTANTS.

Martha E. Morse,
Catharine A. Dwyer,
Sarah L. Garrett,
Harriet S. Howes,
Julia M. Pease,
William Dillaway, *Janitor.*
Abby S. Hammond,
Margaret T. Pease,
Roxanna N. Blanchard,
Eliza F. Blacker,
Eliza M. Cleary, *Sewing Teacher.*

PRIMARY SCHOOLS.

Washington Village.

Susan Mulloy.	*Sub-Committee*, Mr. Connor.	
Ella R. Johnson.	"	Mr. Shurtleff.
Edith A. Pope.	"	Mr. Thayer.
Mary A. Jenkins.	"	Mr. Whelton.
Grace E. Gragg.	"	Mr. Fogg.

Clinch School, F Street, corner of Seventh.

Sarah B. Packard.	*Sub-Committee*, Mr. Sanford.	
Marion W. Rundlett.	"	Mr. Adams.
Clara G. Dickson.	"	Mr. Underwood.
Mary E. Morse.	"	Mr. Bachelder.
Sophia C. Dudley.	"	Mr. Fogg.
Julia F. Baker.	"	Mr. Adams.

WASHINGTON AND DUDLEY SCHOOL DISTRICT.

COMMITTEE.

P. O'Meara Edson, *Chairman*,
Ira Allen,
John O. Means,
James Waldock,
George H. Monroe,
George W. Adams, *Secretary*,
Treffle Garceau,
Charles K. Dillaway,
Joel Seaverns,
Albert E. Dunning.

WASHINGTON SCHOOL.

2000 *Washington Street.*

Leverett M. Chase, *Master.*
Anna M. Williams, *Master's Assistant.*
Harriet E. Davenport, *Head Assistant.*

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ASSISTANTS.

Louise W. Emmons,
Mira W. Pond,
Lillie H. Bowman,
H. Amelia Philbrick.

DUDLEY SCHOOL.

Bartlett Street.

Sarah J. Baker, *Principal.*
Jane S. Leavitt, *Head Assistant.*
Dora A. Pickering, *Principal's Assist.*

ASSISTANTS.

Mary C. Whippey,
Mary L. Gore,
Eliza Brown,
Mary S. Sprague.

PRIMARY SCHOOLS.

Vernon Street.

Anna M. Stone.
S. Louise Durant.
Abby S. Oliver,
Sub-Committee, Mr. Seaverns.
" Mr. Means.
Anna T. Bicknell.
Sub-Committee, Mr. Dillaway.

Putnam Street.

Henrietta M. Wood,
Mary A. Morse.
Sub-Committee, Mr. Dunning.

2030 *Washington Street.*

Mary V. Woodman.
Sub-Committee, Mr. Waldock.

WELLS SCHOOL DISTRICT.

COMMITTEE.

John F. Jarvis, *Chairman*,
Wm. A. Rust,
Loring Lothrop,
Wm. O. Johnson,
Frank B. Clock,
Nathl. B. Shurtleff,
James A. McDonough, *Secretary*,
Lucius Slade,
James Reed,
Samuel H. Wentworth,
Ezra S. Palmer.

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WELLS SCHOOL.

Corner of Blossom and McLean Streets.

Rodney G. Chase, *Master.*
Mary S. Carter, *Head Assistant.*
Delia A. Varney, *Head Assistant.*
Abby J. Boutwell, *Master's Head Assistant.*

ASSISTANTS.

Mary W. Perry,
Mary A. C. Williams,
Elizabeth P. Winning,
Matilda A. Gerry,
Jas. Martin, *Janitor.*
Mary T. Locke,
Mary M. Perry,
Clara J. Simonds.
Mrs. Frances E. Stevens, *Sewing Teacher.*

PRIMARY SCHOOLS.

Emerson School, Poplar Street.

Maria W. Turner.	*Sub-Committee,*	Mr. Wentworth.
Emma Dexter.	"	Mr. Reed.
Anna A. James.	"	Mr. Johnson.
Eliza A. Freeman.	"	Mr. Clock.
Sarah C. Chevaillier.	"	Mr. Rust.
Lucy M. A. Redding.	"	Mr. McDonough.

Dean School, Wall Street.

Georgiana D. Barstow.	*Sub-Committee,*	Mr. Palmer.
Mary L. Bailey.	"	Mr. Johnson.
Lavinia M. Allen.	"	Mr. Slade.
Lois M. Rea.	"	Mr. Wentworth.
Adelaide A. Rea.	"	Mr. Slade.
Isabella Bennet.	"	Mr. Clock.

WINTHROP SCHOOL DISTRICT.

COMMITTEE.

Henry P. Shattuck, *Chairman,*
J. Coffin Jones Brown,
John P. Reynolds,
John P. Ordway,
Francis D. Stedman,
John H. Woodbury,
Eben R. Frost,
William Woods, *Secretary,*
Charles J. Prescott,
John M. Maguire,
George F. Bigelow,
Henry C. Hunt,
Samuel B. Cruft,
Ezra Palmer.

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WINTHROP SCHOOL.

Tremont Street, near Eliot Street.

Bobert Swan, *Master.*
May Gertrude Ladd, *Head Assistant.*
Emma K. Valentine, *Head Assistant.*
Almira Seymour, *Head Assistant.*
Susan A. W. Loring, *Master's Head Assistant.*
Maria L. Barney, *Head Assistant.*

ASSISTANTS.

Mary F. Light,
Elizabeth S. Emmons,
Harriet R. G. De Ribas,
Emma V. Flagg,
Caroline F. Welch,
Mary E. Barstow,
Ella L. Bird,
Edith Adams,
Mary E. Davis,
Mary J. Danforth,
Elizabeth H. Bird,
Mary C. Jones, Newtonville.
Isabella Cumming, *Sewing Teacher.*

PRIMARY SCHOOLS.

Tyler Street.

Rachel R. Thayer, Braintree.	*Sub-Committee,*	Mr. Woods.
Mary B. Browne,	"	Mr. Ordway.
Ella M. Seaverns.	"	Mr. Frost.
Mary A. B. Gore.	"	Mr. Reynolds.
Frances Torry.	"	Mr. Bigelow.

Hudson Street.

Caroline S. Crozier.	*Sub-Committee,*	Mr. Palmer.
Henrietta Madigan.	"	Mr. Maguire.
Emma I. Baker.	"	Mr. Cruft.
Julia A. McIntyre.	"	Mr. Prescott.

DORCHESTER DISTRICT.

COMMITTEE.

John W. Porter, *Secretary,*
John H. McKendry,
John Kneeland,
J. Coffin Jones Brown,
Liberty D. Packard,
Baylies Sanford,
William T. Adams, *Chairman,*
William W. Swan,
Benjamin Cushing,
Nathaniel B. Shurtleff,
Joseph Willard.

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ATHERTON SCHOOL.

Columbia Street.

Ella S. Wales, *Principal.* Edna L. Gleason, *Assistant.*

Committee, Messrs. Sanford and Willard.

DORCHESTER EVERETT SCHOOL.

Sumner Street.

Roland F. Alger, *Master.* Abbie L. W. Everett, *Master's Assist*

ASSISTANTS.

Elsie J. Parker, Helen M. Hills.

PRIMARY TEACHERS.

Cora L. Ethridge, Annie W. Ford,
Marion W. Brooks.

Committee, Messrs. Swan and Packard.

GIBSON SCHOOL.

School Street.

Wm. E. Endicott, *Master.* Emma L. Howe, *Master's Assistant.*

ASSISTANTS.

Mary J. Homer, Charlotte E. Baldwin.

PRIMARY TEACHERS.

E. Louise Brown, Ella Whittredge.

Committee, Messrs. Sanford and Willard.

HARRIS SCHOOL.

Adams Street.

Edwin T. Horne, *Master.* Ann Tolman, *Master's Assistant.*

ASSISTANTS.

Elizabeth P. Boynton, Sarah E. Hearsey,
J. Annie Bense.

PRIMARY TEACHERS.

Marion B. Sherburne, Ann M. Gilbert,
Mary C. Edes.

Committee, Messrs. Adams and Kneeland.

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MATHER SCHOOL.

Meeting House Hill.

Daniel B. Hubbard, *Master.* Sarah W. Symmes, *Master's Assistant.*

ASSISTANTS.

Lucy J. Dunnels, Annie L. Jenkins,
Sarah E. Austin, S. Kate Shepard,
Ella L. Howe.

PRIMARY TEACHERS.

Ella L. Howe, M. Esther Drake,
Mary P. Pronk.

Committee, Messrs. Cushing and Shurtleff.

MINOT SCHOOL.

Walnut Street.

Joseph T. Ward, *Master.* Isabel F. P. Emery, *Master's Assistant.*

ASSISTANTS.

Dora Puffer, Braintree, Ann E. Collins.

PRIMARY TEACHERS.

Jane M. Seaverns, Frances E. Hildreth,
Angelina A. Brigham.

Committee, Messrs. Porter and Brown.

STOUGHTON SCHOOL.

River Street, Lower Mills.

Edward M. Lancaster, *Master.* S. Louise Pope, *Master's Assistant.*

ASSISTANTS.

Isabelle A. Worsley, Emma A. Melville,
Elizabeth U. Page.

PRIMARY TEACHERS.

Elizabeth J. Stetson, R. Ellerine Robie,
Hannah E. Pratt.

Committee, Messrs. McKendry and Porter.

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STOUGHTON INTERMEDIATE.

Codman Street.

Mary J. Pope.

Committee, Messrs. Adams and Kneeland.

TILESTON SCHOOL.

Norfolk Street, Mattapan.

Henry B. Miner, *Master.*

ASSISTANTS.

Martha A. Baker, Catherine E. Cook.

PRIMARY TEACHER.

Elizabeth S. Fisher.

Committee, Messrs. McKendry and Sanford.

SCHOOLS FOR LICENSED MINORS.

North Margin Street.

Sarah A. Brackett.

East-Street Place.

Melissa P. Taylor.

SCHOOL FOR DEAF MUTES.

11 *Pemberton Square.*

Sarah Fuller, *Principal.*

ASSISTANTS.

Annie E. Bond, Ellen L. Barton.

KINDERGARTEN SCHOOL.

Corner of Allston and Somerset Streets.

Mrs. C. B. Thomas, *Principal.*

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TRUANT OFFICERS.

The city is divided into TRUANT DISTRICTS, to which the officers are assigned as follows: —

OFFICERS.	DISTRICTS.	SCHOOL SECTIONS.
Chase Cole.	North.	Eliot, Hancock.
C. E. Turner.	East Boston.	Adams, Chapman, Lyman, Prescott.
Geo. M. Felch.	Central.	Bowdoin, Mayhew, Phillips, Wells.
E. G. Richardson.	Southern.	Brimmer, Bowditch, Quincy, Winthrop.
Phineas Bates.	South Boston.	Bigelow, Lawrence, Lincoln, Norcross and Shurtleff.
A. M. Leavitt.	South.	Dwight, Everett, Franklin, Rice, and Boylston.
Samuel McIntosh.	Roxbury, East District.	Lewis, Dearborn, and Washington.
E. F. Mecuen.	Roxbury, West District.	Comins, Dudley, and Sherwin.
Jeremiah M. Swett.	Dorchester, Northern District.	Lewis, Everett, Mather, Monroe, and Atherton.
James P. Leeds.	Dorchester, Southern District.	High, Harris, Gibson, Tileston, Stoughton, and Minot.

Each officer has one or more order boxer located in his district, to which the teachers may send cards specifying cases which should be investigated.

These boxes are located as follows: —

ORDER BOXES.

North District.

Hancock School-house.
Police Station No. 1, Hanover street.

East Boston.

Adams, Chapman, and Prescott School-houses.
Police Station No. 7, Meridian street.

Central District.

Mayhew School-house.
Police Station No. 3, Joy street.

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Southern District.

Brimmer and Quincy School-houses.
Police Station No. 4, La Grange street.

South Boston.

Bigelow and Lincoln School-houses.
Police Station No. 6, Broadway, near C street.

South District.

Dwight and Rice School-houses.
Police Station No. 5, East Dedham street.

Roxbury, East District.

Dearborn, Lewis, and Washington School-houses.

Roxbury, West District.

Sherwin and Common School-houses.

Dorchester, Northern District.

Lewis, Everett, Mather, and Monroe School-houses.

Dorchester, Southern District.

Harris, Gibson, Stoughton, and Minot School-houses.

The Truant Officers meet the first Monday in each month, at 11½ o'clock, at the Truant Office, in the Court-house; also, at 12½ o'clock the same day, at the Room of the Superintendent of Schools, City Hall.

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